

STUDENTS' EXPRESSED AND ACTUAL PREFERENCES FOR COUNSELLORS:
THE EFFECTS OF SEX, RACE, AND TYPE OF PROBLEM

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ABSTRACT

The present study was concerned with secondary school students' expressed and actual preferences for counsellor sex and race. The influence of type of problem on these preferences was also investigated. A sample of 430 fifth form students (including 74 Maori/Polynesian males, 109 Maori/Polynesian females, 90 Pakeha males, and 87 Pakeha females) from six schools, in Auckland and Christchurch, completed the "Choosing a Counsellor" questionnaire. Half the sample were asked to assume they had a vocational problem while the remainder assumed they had a personal problem.

Subjects were asked to first indicate how important 33 counsellor traits or characteristics would be to them when choosing a counsellor. "Is the same sex as I am" and "Is the same race as I am" were included in the list of items. Next, they were shown a slide-sound presentation of four school counsellors (one of each sex, one of each race) and asked to rank them in the order in which they would choose to see them. These two parts of the study made it possible to determine whether choice matched stated preference. The questionnaire also requested background information on previous contact with a school counsellor.

The study confirmed the original hypotheses about students' preferences and choices regarding counsellor sex and race. Students did not express preferences for counsellor sex and race, however their actual preferences were clearly otherwise; the majority chose a counsellor of the same sex and race as themselves. The influence of type of problem on these preferences and choices was minimal. These findings were discussed with particular reference to counsellor recruitment and training.

CHAPTER ONE

INTRODUCTION

Guidance and counselling services are designed to respond to the needs of clients, yet they are typically established and maintained without client input. The consumers of all such services are the clients, therefore careful consideration of their preferences should be fundamental in the planning of these services. Although the social influence of consumerism in general has grown over the past two decades, in the field of mental health its development has been slow. However with increasing awareness of consumer rights, knowledge of clients' expectations, preferences, and choices is paramount.

Counselling involves a reciprocal relationship in which both the client and the counsellor influence each other. The quality of this relationship may be a crucial determinant of counselling effectiveness, but a focus on process and outcome research alone could be misleading. Such an exclusive emphasis could be particularly misleading if, as Rosen (1967) argued, many decisions are influenced by the preferences of clients. He suggested that client preferences might determine to a significant degree:

- a) whether or not the client seeks counselling,
- b) the duration of the counselling relationship,
- c) the quality of the client-counsellor interaction,
- d) the client's subsequent evaluation of the counselling experience.

Duckro and George (1970) claimed that the rationale for ascertaining client preferences was based on a largely untested hypothesis which stated that failure to meet client preferences would result in a less desirable process and outcome. They went on to say that the validity of this "unmet preferences" hypothesis is crucial to the utility of the literature describing client preferences. The

present study was not, however, grounded in the unmet preferences hypothesis. It was developed not out of primary concern with counselling processes and outcomes, but rather with reference to a more fundamental and prior client decision, that of whether or not to seek counselling. Although the relationship between client and counsellor is ultimately of prime importance, Rosen (1967) has suggested that prior to experiencing this relationship, many clients may be making the decision to not seek counselling. This may be particularly true in a school situation where initial contact with a counsellor is usually voluntary.

Clearly then, client preferences are important in initiating the counselling process for two basic reasons. First, clients have individual, social and ethical rights to express their consumer preferences. The consumerism-in-counselling movement aims to "(a) make the consumer an active rather than passive participant, (b) make rights of the client explicit, (c) demystify the counseling process by having counselors explain precisely what it is they do, and (d) balance the relationship between clients and counselors" (Sue, 1977, p197). The goals of the consumerism-in-counselling movement and those of counselling itself are, therefore, identical. Both are striving for increased client responsibility and decision making. Weinrach and Morgan (1975) argued that to deny clients their rights is also to deny them their responsibilities, and that "good counselors foster responsibility in their clients" (p562). Thus, allowing clients to express and act on their counsellor preferences can have important consequences for the counselling process and outcome.

Secondly, and more directly relevant to this study, meeting clients' preferences for counsellors may be important in getting counselling started positively. The goal in the beginning stage of counselling is, according to Brammer (1979), to open the interview with minimal resistance and lay a groundwork of trust. Clients may

have a resistance to beginning a counselling relationship for several reasons, however a major restraint is that cultural norms often mean that seeking help is construed as an expression of weakness or incompetence. "People are expected to handle their problems with fortitude and common sense, and this cultural pressure to be independent discourages involvement" (Brammer, 1979, p54). Resistance to changes in one's life and a fear of confronting feelings are often further deterrents to seeking help. As increasing trust develops, however, resistance tends to diminish. The focus must therefore, be on building up the level of trust. "The conditions which foster trustmust be explored and then exploited" (Wolkon, Moriwaki & Williams, 1973, p316).

Clients' have definite preferences regarding counsellors (Manthei, 1983) and consequently, their assessments of a counsellor's personal and physical characteristics will influence their decision to seek counselling. Judgments resulting from non-verbal communications usually precede those based on verbal interactions, and a major determinant of interpersonal attraction is physical appearance; especially attraction towards a stranger about whom minimal information is available. Physical characteristics are cues which individuals use as information about what to expect of a stranger. First impressions are predominantly evolved from "the stranger's overt stimulus characteristics and the subject's expectancies concerning them" (Byrne, London & Reeves, 1968, p260). This conclusion was also reached by Newcomb, Turner, and Converse (1975) who stated that first impressions are based both on "physical characteristics, as directly perceived, and also on the attributes that one infers from those characteristics" (p302). Perceived similarity to and compatibility with a counsellor will enhance clients' assessments of counsellor attractiveness and hence the likelihood of their seeking

counselling. Consequently "by defining and addressing client preferences assessable through non-verbal cues, counselors may more effectively reach and retain clients" (Littrell & Littrell, 1982, p48).

The present study was concerned specifically with secondary school students' expressed and actual preferences for counsellor sex and race. The influence of the student's type of problem on these preferences was also investigated. Comparisons were made between various groups of students. Differences in the preferences of males and females were examined, as were those between New Zealand's two dominant racial groups: the Pakeha and Maori/Polynesian groups. In conjunction with the above analyses two types of problem, vocational and personal, were considered.

In New Zealand secondary school guidance systems the staff are typically Pakeha. However, the students seeking help from these services reflect a much broader ethnic background. Less than three percent of New Zealand's 275 secondary school counsellors are non-Pakeha. In contrast, 14.3 percent of all fifth form students are Maori (Department of Education, personal communication, March 1984) and this percentage does not include other minority groups which comprise at least a further 5 percent of the general population. Similarly, while only 32.7 percent of the school counsellors are women, 51 percent of the fifth form students are female (Department of Education, personal communication, March 1984). These under-representations of Maoris and women in counselling positions may be unfairly restricting Maori and female students in their choice of counsellor. Given that initial counsellor attractiveness may determine whether or not a client seeks counselling, it is imperative that serious consideration be given to client preferences, especially in regard to staff recruitment and selection.

CHAPTER TWO

LITERATURE REVIEW AND RATIONALE FOR THE PRESENT STUDY

An increasing volume of research examining client preferences has been published in the literature over the past two decades. It has become apparent with this extended literature that both potential and actual clients have implicit and explicit preferences regarding the qualities and characteristics they would like their counsellors to exhibit. In general, there seem to be three main types of counsellor characteristics discussed. These encompass firstly, variables associated with the quality of the relationship (e.g., acceptance, respect, empathy). Secondly, there are factors related to physical attributes (e.g., sex, age, dress). The final area incorporates the directive and non-directive aspects of a counsellor's style.

The counselling relationship, with both client and counsellor making important contributions, is undoubtedly affected by a host of factors. Over time, as this relationship develops, the personal qualities of the counsellor may become especially important; however, the strength of the initial attraction may determine whether or not the relationship lasts long enough for this natural progression to occur.

In the initial stages of the relationship, some of the most significant variables may be those which the client can assess immediately, that is before or during the first session. Characteristics such as the counsellor's sex, race, age, and physical attractiveness are all physical in nature, and therefore obvious; they do not have to be inferred from behaviour. Rosen (1967) commented on the relative lack of research in these areas and suggested that studies of this nature were in some sense taboo. Demographic factors

of this type are most often used as "control" variables, however they refer to similarities and differences of the most obvious kind. Characteristics of this type play a major part in the formation of first impressions, and consequently they may hinder or facilitate the development of the client-counsellor relationship. It is essential to examine the significance of physical characteristics in initial client-counsellor attraction and communication. The potency of demographic variables such as those discussed in the following sections, is undeniable.

RACE

Research examining the race of the counsellor in a client's decision to seek counselling is limited, and is focused primarily on the decisions of black clients in the United States of America. In the New Zealand setting, clients' preferences for counsellor race have not been investigated. Studies of preference for same - or different-race counsellors have used a number of different settings, methods, and participants. Proctor and Rosen (1981) suggested that "the findings are perhaps as diverse as the methodologies" (p41). There seems to be a lack of agreement about the effects of racially mixed counselling relationships. Kadushin (1972), Mizio (1972), and Russell (1970) for example, all claimed that the importance of race diminishes as the relationship continues and other personal characteristics such as empathy, acceptance, and competence emerge. Although, as Vontress (1969) stated "the counselor may be imbued with empathy, positive regard, unconditionality of this regard, and congruence - the psychological ingredients about which Carl Rogers (1962) talks - he is, in spite of himself, rendered professionally impotent if the client rejects him on sight simply because of the fact that he is white" (p13). Implicit in this statement by Vontress was the suggestion that tension may exist before any interaction has taken

place. In this way the race of the counsellor may impede the formation of a counselling relationship.

An additional complication is the concern that if a black client perceives a white counsellor as the enemy, he or she may see the black counsellor as something even worse - the collaborator with the enemy (Kadushin, 1972; Vontress, 1969). Under these conditions barriers against openness and self disclosure may be as great between a black counsellor and black client as between a white counsellor and black client. With such marked differences in opinions about the effects of mixed racial counselling it becomes necessary to directly explore the preferences of the clients themselves. The preferences expressed by clients for counsellors of different races have been mixed, although studies among high school students, university students, and adults do show a general trend: clients tend to prefer counsellors of the same race as themselves, particularly if they are black clients.

In one of the earlier studies of clients preferences for counsellor race, (Stranges & Riccio, 1970), it was found that adult manpower trainees clearly indicated a desire to be counselled by one of their own race. The authors argued, however, that it was vital to not deprive individuals of one cultural group from exposure to individuals of another, suggesting that lack of interaction tends to widen the chasm of misunderstanding because "prejudice and rejection are germinated in the soil of ignorance" (p45).

Harrison (1975), in a review of race as a client-counsellor variable, noted the lack of research pertaining to this issue. However, this review and another by Sattler (1970) both concluded that black clients tend to prefer black counsellors. A number of research articles have reported unequivocally that clients prefer counsellors of the same race as themselves (Abbott, Tollefson & McDermott, 1983; Haviland, Horswill, O'Connell & Dynneson, 1983; Jackson & Kirschner, 1973; Wolkon, Moriwaki & Williams, 1973).

Results of these studies showed emphatically that Native American clients preferred Native American counsellors, and black clients preferred black counsellors, whereas white clients, although generally preferring white counsellors, did not indicate such a consistent preferential pattern. Wolkon et al (1973) stated that 75 percent of blacks expressed a preference for a black counsellor, while only 28 percent of whites preferred a white counsellor. The remaining white clients indicated that the race of the counsellor was unimportant. The authors surmised that this apparent lack of concern on the part of white clients may be an artifact of the extremely low probability of their ever encountering a black counsellor.

The absence of a preference for racially similar counsellors has been reported amongst teenage delinquent females (Gamboa, Tosi & Riccio, 1976), and college freshmen attending a summer orientation programme (Gordon & Grantham, 1979). Proctor and Rosen (1981) established that over one-half of the white clients and about one-half of the black clients in their sample, indicated that they had no preference. Nevertheless, amongst the remainder who did express preferences, it was evident that whites preferred whites and blacks preferred blacks. Therefore, clients with definite preferences prefer counsellors of the same race as themselves. The authors offered two interpretations of the "no preference" responses given by over half of the sample. Firstly, it was suggested that a social desirability factor may have served to suppress the expression of preferences. Proctor and Rosen, however, considered this an unlikely explanation because subjects were presented with a demand characteristic to express a specific preference rather than no preference. The indication of "no preference" apparently required some degree of assertion and departure from the questionnaire format. Secondly, it was suggested that the expression of "no preference" may have reflected on actual low relevance of counsellor race for the clients studied. This interpretation was more readily accepted by the authors.

Another factor within this domain worthy of mention is the distinction drawn by Jackson and Kirschner (1973) between race and "racial consciousness". It has been suggested that the "racial consciousness" of an individual, as manifested by his or her racial self-designation, may be important in preferences. Jackson and Kirschner investigated the counsellor preferences of 391 randomly selected, black freshman students. All students were requested to indicate whether they were black, Afro-American, or Negro. The authors argued that although all the students were of African descent, it was presumptuous to assume that their perceptions and values would be similar. It was reported that both the black and Afro-American subgroups preferred a counsellor of the same race to a significantly greater degree than did the Negro subgroup. Jackson and Kirschner therefore proposed that future research consider racial self-designations rather than race per se. Sanchez and Atkinson (1983) also made reference to this issue. They reported that preference for counsellor race is a function of the client's cultural commitment, once again self-rated. One further component of the same-race preference for a counsellor may be the approach taken to problem solving by various racial groups. For example Vontress (1976) suggested that clients from minority groups expect counsellors to provide advice and to solve problems. Concepts such as openness, individualism, insight, expression of feelings and personal choice have been identified as major characteristics of counselling (Sue & Sue, 1977), yet these may present additional complications for minority clients.

Counselling in a Western context, is essentially a white, middle-class activity (Sue & Sue, 1977), however the counselling dyad may consist of different combinations of several racial groups. It must be concluded from the literature that although a same-race preference was not a certainty, the bulk of the studies clearly reported this trend.

SEX

Research on clients' preferences for male and female counsellors has been executed for more than two decades, however the findings have been inconsistent. In 1956, Koile and Bird concluded from their study that teachers college students of both sexes were more willing to seek help from a counsellor of their own sex than from one of the opposite sex. This same-sex preference, however, was much stronger for men than for women. Males were also much more likely than females to choose a counsellor of their own sex in the studies by Boulware and Holmes (1970), Fuller (1964), Mezzano (1971), and Simon (1973). Clearly then, these authors all noted that overall a male counsellor was preferred to a female counsellor.

Jackson and Kirschner (1973) and Helms and Simons (1977) found that college students in their samples did not have definite preferences for male or female counsellors. Helms and Simons suggested that "the feminist movement has caused people to be more objective in their evaluation of women and men in similar positions" (p121). They were not entirely satisfied with this explanation however, arguing that Mezzano's (1971) student sample was still choosing male counsellors over female counsellors "at the peak of the liberation movement". This may have been the case, but perhaps the implications of such movements take more time to permeate society.

More recent studies have certainly demonstrated that preferences of clients are for counsellors of the same sex as themselves. Getz and Miles (1978) concluded that the male and female students in their study indicated preferences for same-sex counsellors. Once again this trend was stronger for males than for females, as noted in some of the earlier research. Walker and Stake (1978) reached similar conclusions. It was proposed by both sets of authors that the shift from earlier findings of male preference to same-sex preference may have been due to the increasing awareness by women of their role in

society, or simply a result of more female counsellors being visible in the workforce. Undoubtedly, female counsellors were being viewed more positively by clients.

A same-sex tendency was observed by Johnson (1978), however, the differences in preferences were not statistically significant. She concluded that maybe sex alone was less important than the clients' personal sex role characteristics and their anticipations regarding the counsellors' sex roles. If this is so, the client's attitudes and expectations arising from the knowledge of the counsellor's sex may be influencing the counselling relationship. Client and counsellor sex stereotypes may occur, but as Johnson commented, "while counselors' attitudes may seriously affect counseling efficacy, clients' attitudes are useful as grist for the counseling mill" (p557). Martin and Thomas (1982) reported that male preferences for counsellors were mixed, although they noted that females tended to select female counsellors. Significant same-sex preferences were also evident in the study by Haviland et al (1983).

Research on clients' preferences for counsellor sex is far from conclusive. Overall however, there appears to have been a shift away from preferences for male counsellors only, towards preferences for same-sex counsellors. An additional complication is the existence of an interaction between client preferences for counsellor sex and the type of problem presented by the client.

TYPE OF PROBLEM

Various categories of problems have been employed in the counsellor preference research. Koile and Bird (1956) for example, had eleven types of problem ranging from health and physical development concerns, through finance concerns, to issues regarding adjustment to college work. Getz and Miles (1978) in a more recent study, used five concerns: vocational choice, college routine, drugs, sex, and adjustment to self and others. Although a variety of

categories have been used by researchers, the majority have focused on either two or three categories covering personal and vocational/educational difficulties (Abbott et al, 1982; Boulware & Holmes, 1970; Gamboa et al, 1976; Haviland et al, 1983; Littrell & Littrell, 1982; Martin & Thomas, 1982; Newton & Caple, 1974; Thompson & Cimboric, 1978). Newton and Caple selected only two categories arguing that counselling in a university setting often is divided into these two general problem areas: personal and vocational.

Bordin (1955) noted that clients with personal problems perceived the counsellor's personal characteristics as important, whereas those seeking educational or vocational counselling considered the counsellor to be a source of information and consequently thought little about his or her personal characteristics. Grater (1964) and Newton and Caple (1974) both specifically tested this hypothesis and found evidence to support it. The characteristics preferred were related to the kind of problem the client was presenting. A number of studies have concluded that same-sex preferences were particularly improbable with females seeking help for vocational or educational concerns (Boulware & Holmes, 1970; Fuller, 1964; Getz & Miles, 1978; Lee, Hallberg, Jones & Haase, 1980; Martin & Thomas, 1982; Mezzano, 1971). For vocational and educational problems a male counsellor was preferred by both male and female clients. In 1970, Boulware and Holmes commented that this trend seemed "to reflect the popular notions that males know more about vocational matters because they are involved in them" (p272). Martin and Thomas (1982) asserted that with female clients expressing a preference for male counsellors for problems concerning the world of work, "female counsellors may need to alter an image of being less knowledgeable about vocations" (p152). Female clients, on the other hand, almost invariably prefer a female counsellor for discussing personal concerns (Boulware & Holmes, 1970; Fuller, 1964; Getz & Miles, 1978; Haviland et al, 1983; Koile & Bird,

1956; Martin & Thomas, 1982; Walker & Stake, 1978). These findings have been explained in terms of the belief that same-sex counsellors better understand personal problems as a result of having been through the same difficulties themselves (Boulware & Holmes, 1970).

The relationship between counsellor race and type of problem has also been explored. Same-race preferences were established for both types of problems by Haviland et al (1983) and Thompson and Cimboric (1978). However this trend was not as clear-cut for Abbott et al (1982). This study reported that 80 percent of the black clients preferred a black counsellor for personal concerns. Only 44 percent preferred a same-race counsellor for vocational difficulties, and a black counsellor was preferred by only 29 percent of the black clients facing information seeking concerns. The authors concluded that when the problem did not warrant a value judgment, acceptance, or understanding, the race of the counsellor was not of primary importance to the client. It appears then that counsellor preference may be a function of the client's presenting problem.

AGE

Helms and Simons (1977) have drawn attention to the virtual absence of research on the effects of counsellor age in the counselling and psychotherapy literature. At the same time they noted the importance of an individual's age within society as a whole. Although the specific role played by age is ambiguous, "greater age (at least within limits) has been more likely to be associated with status and achievement than has youthfulness" (p115).

As with much of the research on client preferences, there is no single trend. Clients have expressed preferences for counsellors of a similar age to themselves (Gordon & Grantham, 1979). However it was also found that this preference was dependent on whether or not the client had previously received counselling help. If no help had been received, clients preferred the counsellor to be of about

their own age, whilst having a same-age counsellor was not preferred by those who had previously been in a counselling relationship. Celotta and Bode (1982) found that counsellor age was relatively unimportant to female graduate students when asked to rank various counsellor characteristics for three problem conditions. Professional experience was considered to be most important, while age received a middle ranking along with personal experience and sex. Socio-economic status and race were both assigned low rankings.

Boulware and Holmes (1970) offered subjects a choice of counsellors from two different age groups. The young counsellors were aged between 25 and 29 years, while the older counsellors were between 45 and 49 years old. Older counsellors were preferred more than younger counsellors by the undergraduates in their sample. Middle-aged counsellors were also preferred by college students in both Martin and Thomas' (1982) and Simon's (1973) studies. Simon reported that 40 year old counsellors were preferred to 55 year olds who in turn were preferred to 25 year olds. Thirty-five to 50 year old counsellors were most preferred by those in Martin and Thomas' study. Counsellors from 3 age ranges (under 35, 35 to 50, and over 50) were available to the students. Results such as these established by Martin and Thomas (1982) and Simon (1973) are particularly interesting in the light of the comment that "recent societal folklore has been filled with tales of the "generation gap", in which youth and their elders can no longer communicate meaningfully" (Helms & Simons, 1977, p115).

PHYSICAL ATTRACTIVENESS

The literature on clients' preferences for counsellors has often overlooked the importance of a counsellor's physical attractiveness. Yet physical attractiveness is an obvious cue that has been shown to effect interpersonal attraction.

Cash, Begley, McCown, and Weise (1975) presented an attractive and an unattractive counsellor. For the attractive condition the counsellor was presented in his usual, attractive appearance. In the unattractive condition, the appearance of this same counsellor was cosmetically altered. The authors reported a highly significant main effect for physical attractiveness and concluded that "the physical attractiveness stereotype is operative in the formation of initial impressions" (p277).

More recent studies have also indicated that the physical attractiveness of a counsellor was correlated with ratings given by subjects on a number of scales (e.g., competent - incompetent, sincere - insincere, cold person - warm person). Unattractive counsellors of either sex were disadvantaged in relation to attractive counsellors (Carter, 1978; Cash & Kehr, 1978; Lewis & Walsh, 1978; Paradise, Cohl & Zweig, 1980; Vargas & Borkowski, 1983). The differential ratings given to the counsellors may be associated with more than the individual's attractiveness. For example, an interaction between physical attractiveness and the sex of the counsellor and subject has been noted (Carter, 1978; Lewis & Walsh, 1978). Carter suggested that physical attractiveness alone was of minimal importance but in conjunction with counsellor sex and client sex it could exert significant influence.

From this research then, Vargas and Borkowski's (1983) conclusion seems to be justified: "although we may wish it to be otherwise, physical attractiveness appears to be one of the attributes of a counsellor that builds the power base and influences stage one of the therapeutic process" (p147).

LIMITATIONS OF PREVIOUS RESEARCH

Due to weaknesses in experimental design, it is difficult to interpret many of the research findings with confidence, or to

resolve the numerous contradictions present in the literature.

Several critical factors have added to the confusion.

In 1967, Rosen reviewed the literature on client-counsellor preferences and recommended that future studies in this area should differentiate between client expectations and preferences. However preferences have continued to be linked with expectations. A study by Proctor and Rosen (1981), confirmed the importance of distinguishing between the two. It was reported that white and black clients alike tend to expect their counsellor to be white; their preferences however, were otherwise. The authors concluded that "the patterns of clients' responses to questions regarding their expectations and preferences for counselor race were clearly distinct" (p44). One further distinction needs to be drawn here, that is, between preference and choice. The bulk of the studies have asked that subjects give indications of their preferences for particular counsellors or counsellor characteristics (e.g., Boulware & Holmes, 1970; Thompson & Cimboric, 1978). A few however, have requested that choices be made. The approach taken in these latter studies has been to offer a selection of counsellors from which the clients then make a choice (e.g., Gamboa et al, 1976; Riccio & Barnes, 1973; Stranges & Riccio, 1970). Back in 1956, Koile and Bird said of their own study, "another possible limiting factor is that the responses represent what students say they prefer and not necessarily what they would do when faced with a choice" (p105). Thompson and Cimboric (1978), more than 20 years later, alluded to the same issue at the conclusion of their study. Manthei (1982) reported that when asked directly about their preferences for counsellor sex and race, clients rated these qualities as unimportant. However, actual choice seemed to contradict these low rankings especially in the case of counsellor race. Findings such as these would suggest that there may, in fact, be a distinction between preference and choice. Clearly then, the lack of differentiation

between the two has remained a limitation in much of the previous research.

The vast majority of studies on client-counsellor preferences are analogue studies employing adult subjects, often university and college undergraduates. Younger adolescents of high school age have been largely overlooked, yet they come into frequent contact with counsellors. The term analogue has unfortunately been used extremely loosely at times, resulting in studies so far removed from the reality of the situation that their findings can do little to clarify or enhance existing conclusions (e.g., Levine & France, 1983). There has also been a tendency to resort merely to paper-and-pencil questionnaires. Of the studies specifically designed to investigate client-counsellor preferences, only six included the presentation of visual stimuli. Boulware and Holmes (1970) made use of slides, while Helms and Simons (1977) and Martin and Thomas (1982) presented photo-duplicated picture sets in booklets. Videotapes were utilized by a further three researchers (Gamboa et al, 1976; Riccio & Barnes, 1973; Stranges & Riccio, 1970). Other studies relied purely on the clients' imaginations.

Within the experimental designs of many studies there has been a failure to incorporate any of a number of findings previously shown to be of significance. Attempts to delineate the type of problem for example, have not always been made, despite early evidence suggesting that client concern influences counsellor preferences (e.g., Boulware & Holmes, 1970; Mezzano, 1978). On other occasions variables have been manipulated but then not investigated, as was the case for Thompson and Cimboric (1978). These researchers had clients and counsellors of both sexes, but they reported only effects due to race. Variables that are not to be further examined must be held constant. It is necessary to design future research based on the cumulative findings of studies that have gone before. Researchers have not

generally controlled for effects due to the counsellor's physical attractiveness, age, dress, or years of experience, yet significant findings have at some point been reported for all of these variables.

IMPLICATIONS FOR FUTURE RESEARCH

Clearly, there is an urgent need to refine the methodology being used by researchers interested in client-counsellor preferences. Research which is likely to contribute most to the understanding of issues in this area, will give consideration to the following:

1. Differentiating between expectations, preferences, and choices.
2. Holding constant all variables that are not being investigated.
3. Controlling for effects found to be significant in previous research.
4. Designing research in line with the reality of the situation.
5. Sampling groups other than university and college undergraduates.
6. Examining the type of client concern.
7. Providing subjects with various sources of counsellor information, for example, supplementing written information with visual and auditory stimuli.

RATIONALE FOR THE PRESENT STUDY

The present study was concerned with secondary school students' expressed and actual preferences for counsellor sex and race. The influence of type of problem on these preferences was also investigated. It was felt that the under-representations of Maoris and women in counselling positions may be unfairly restricting clients in their choice of counsellor. In an attempt to determine whether actual choice matched stated preferences, the present study required subjects to do two things. First, students were asked to indicate how important 33 counsellor traits and characteristics would be to them when choosing a counsellor. "Is the same sex as I am" and "Is the same race as I am"

were included in the list of items. Next, the students were shown a slide-sound presentation of 4 school counsellors (one of each sex, one of each race), and asked to rank them in the order in which they would choose to see them.

On the basis of previous literature it can be seen that numerous factors influence client-counsellor preferences. A number of these have been accommodated in the present research design. Counsellor and student sex and race were the main independent variables. These categories were self-designated in all cases. Type of problem was delineated as a fifth independent variable. Students were asked to assume they had either a vocational or a personal problem.

The first part of the study involved the students responding to written statements, and this was followed by the presentation of visual and auditory materials. Four counsellors were presented; a male and a female from each of New Zealand's two dominant racial groups: the Pakeha and the Maori/Polynesian groups. The final four counsellors shown had been selected from a larger group, and their age, dress, physical attractiveness, and number of years of experience had all been matched as closely as possible. These particular variables were controlled due to the general paucity and inconsistency of the literature concerning their effects. The research was designed to be as reality-based as possible. Visual, auditory, and written materials were used and students ranked the counsellors in the order of their choice. This would be important in a real setting because if first choice could not be met, then a student's second choice would be available. Six hypotheses were formulated:

Hypothesis 1 when asked directly about the significance of
counsellor sex, students will indicate this would

be "unimportant" to them when choosing a counsellor.

Hypothesis 2 When asked directly about the significance of counsellor race, students will indicate that this would be "unimportant" to them when choosing a counsellor.

Hypothesis 3 Given a choice, students will select a counsellor of the same sex as themselves.

Hypothesis 4 Given a choice, students will select a counsellor of the same race as themselves.

Hypothesis 5 Students' same-sex preferences will be stronger for personal problems than for vocational problems.

Hypothesis 6 Students' same-race preferences will be stronger for personal problems than for vocational problems.

Although the main aim was to investigate the influence of sex, race, and type of problem, the relative importance of other counsellor traits and characteristics was also of interest. The questionnaire requested background information on previous contact with a school counsellor, who initiated that contact, the nature of the presenting problem, the number of counselling sessions involved, and the student's evaluation of the outcome.

It was hoped that by incorporating many of the findings and suggestions of previous researchers, the present study would help to clarify the importance of sex and race in client-counsellor pairings. Depending on the findings, counsellor recruitment and selection policies may have to be re-evaluated.

CHAPTER THREE

METHOD

DEVELOPMENT OF VISUAL PRESENTATION MATERIAL

The initial step in the present study involved obtaining passport-type photographs of a number of men and women who would be suitable as potential counsellors. A number of prerequisites were established. It was decided that all potential counsellors must be aged between 30 and 40 years, and dressed as a typical secondary school staff member would be. This meant that males were asked to wear a shirt and tie, and females were requested to dress in a blouse or jersey. To minimize other individual differences, all potential counsellors had to have dark hair colouring and short hairstyle; no glasses were to be worn, and all men were to be clean-shaven.

Colour slides of 28 men and women, both Maori and Pakeha, were taken. A standard backdrop was used in all photographs, and between three and five slightly different shots of each person were obtained. The twelve who did not meet the conditions were eliminated from further consideration. The remaining 16 potential counsellors consisted of four males and four females from each of the Pakeha and Maori/Polynesian groups. Two slightly different slides were chosen for each individual. Appendix A shows one of these photos for each of the 16 men and women.

PILOT STUDY

A pilot study was designed to enable the selection of four final counsellors (one of each sex, one of each race). The goal was primarily to control for counsellor age and physical attractiveness as well as approachability, and to provide an external check on racial designation. To aid in counsellor selection and matching a questionnaire was developed which requested four pieces of information about each of the 16 potential counsellors:

- A. HOW OLD IS THIS PERSON? State age in years
- B. IN YOUR OPINION HOW GOOD-LOOKING IS THIS PERSON?
Choose a score from 1 to 7 on this scale:
- | | | | | | | |
|---|-------------|---|---|---|---|--------------------|
| | Goodlooking | | | | | Not
Goodlooking |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
- C. IF THIS PERSON WAS A COUNSELLOR AT YOUR SCHOOL, WOULD YOU BE WILLING TO TALK WITH HIM OR HER? Yes or No
- D. WHAT RACE IS THIS PERSON? Maori or Pakeha

All data for the pilot study was collected by the author during the final two weeks of May 1984. The subjects were 93 fifth formers from three state coeducational secondary schools in greater Christchurch. Schools were selected on the basis of their availability, willingness to participate, and the need to gain a mixed group in terms of sex and race. To minimize any possible order effects, the sequence in which the 16 potential counsellors was shown differed for each school. The three sequences were all randomly ordered and printed on a parallel form of the pilot study questionnaire. See Appendix A.

In order to obtain approximately equal numbers of the sexes and races amongst the subjects, and also within the schools, the questionnaires of 40 subjects (10 male and 10 female Maori/Polynesian students, 12 male Pakehas and 8 female Pakehas) were used in the analysis. The analysis of this data involved the calculation of various statistics for each group of subjects (male, female, Maori/Polynesian, Pakeha) with regard to each of the 16 potential counsellors. Means and standard deviations were calculated for questions A and B, while for questions C and D percentages were obtained. It was essential to establish that all groups of students were responding in a similar way to each person. If they were not then that individual would not be appropriate for final selection.

SELECTION OF THE FINAL FOUR COUNSELLORS

The final four counsellors (one of each race, one of each sex) were selected according to the following criteria:

1. The counsellor had to be clearly perceived by the students to be of the appropriate ethnic group.
2. A clear majority of the students had to indicate that they would be willing to talk with the counsellor. The total here was not always as high as desired, for example, Pakeha female counsellor number 5, had a total of only 60 percent. This was an artifact of having to select the best combination of all four factors considered for each counsellor.
3. In addition to this total, the majority of all categories of students had to have responded yes to Question C: "Would you be willing to talk with him or her?"

Of the potential counsellors meeting these criteria, four individuals representing each combination of sex and race were selected. These four were also matched as closely as was possible on age and physical attractiveness. The final four were counsellors number 1, 5, 9, and 13. Table 1 presents the pilot study results for the chosen four counsellors. Appendix C shows a photograph of each of these counsellors. A full presentation of the pilot study results of all 16 counsellors can be found in Appendix B.

DEVELOPMENT OF THE AUDIOTAPES

Having matched the final four counsellors as closely as possible on age and physical attractiveness, a script was written for presentation with the slide material. A brief biographical summary was given for each of the counsellors. The counsellor's age, number of years teaching experience, and number of years experience as a counsellor were included. A verbatim record of the transcripts can be found in

TABLE 1

Summary of Pilot Study Results for the Final Four Counsellors Selected							
	Counsellor No.	Maori Polynesian	STUDENTS				Total
			Pakeha	Male	Female		
A. How Old is This Person?	1	M	30.65	30.20	30.95	29.78	30.43
		SD	4.33	4.56	4.62	4.14	4.40
	5	M	34.40	35.20	35.36	34.11	34.80
		SD	3.89	5.12	4.57	4.44	4.50
	9	M	38.30	37.40	35.14	41.17	37.85
		SD	5.07	5.77	5.11	3.60	5.38
	13	M	33.50	34.10	31.91	36.11	33.80
		SD	4.73	6.06	5.23	4.71	5.37
B. How Good- Looking Is This Person?	1	M	3.60	4.35	4.23	3.67	3.98
		SD	0.94	1.46	1.34	1.14	1.27
	5	M	4.60	4.95	5.00	4.50	4.78
		SD	1.50	1.00	1.48	0.92	1.27
	9	M	4.30	4.90	4.36	4.89	4.60
		SD	1.22	1.17	1.50	0.68	1.22
	13	M	4.45	4.30	4.14	4.67	4.38
		SD	1.19	1.30	1.17	1.28	1.23
C. Would You Talk With This Person (% Yes)	1	%	85.0	65.0	59.1	94.5	75.0
	5	%	70.0	50.0	45.5	77.8	60.0
	9	%	80.0	65.0	86.4	55.6	72.5
	13	%	75.0	75.0	81.8	66.7	75.0
D. What Race Is This Person? (% Correct)	1	%	100.0	100.0	100.0	100.0	100.0
	5	%	100.0	100.0	100.0	100.0	100.0
	9	%	100.0	95.0	95.5	100.0	97.5
	13	%	100.0	95.0	95.5	100.0	97.5

Appendix C.

The descriptions of each counsellor were then recorded. The voices used were selected so as to be clear, with average accents, and belonging to persons of about 35 years of age. A female voice narrated during the presentation of female counsellors, while a male voice was used with the male counsellors. The slides were then synchronized with the tape to move at set intervals as the information was provided. All first slides were displayed for 12 to 13 seconds, and all second slides for 9 seconds. Each counsellor was therefore shown for 21 seconds.

DEVELOPMENT OF THE QUESTIONNAIRE

The "Choosing a Counsellor" questionnaire was designed specifically for use in the present study (see Appendix C). Part One was concerned with stated client-counsellor preferences and consisted of 33 statements regarding various counsellor traits and characteristics. Ideas for these items were developed from questionnaires used previously in research by Manthei (1982) and Netzky, Davidson, and Crunkleton (1982), as well as from the counselling literature in general. It was felt that the items covered three main types of issues concerning:

1. The quality of the relationship
(Items 1,2,3,5,8,11,12,13,14,16,17,18,22,25,26,31,32,33)
2. Physical and cultural similarity
(Items 6,10,20,23,29)
3. Directive and Non-directive aspects of counselling style
(Items 4,7,9,15,19,21,24,27,28,30)

Students responded to these items by indicating how important or unimportant each of these qualities or characteristics would be to them when choosing a counsellor. A Likert-type format was used

with four response categories covering Very Important, Important, Unimportant and Very Unimportant.

Part Two of the "Choosing a Counsellor" Questionnaire was designed to investigate actual preferences or choices. Having seen the slide-sound presentation subjects were merely asked to rank the four available counsellors in the order in which they could choose to talk with them. Rankings from one to four were obtained from each student. Finally, demographic information (age, sex, and race) was requested from the students themselves. Details concerning their most recent personal contact with a school counsellor were also obtained. The questions made particular reference to who initiated the contact, the type of problem discussed, the number of sessions involved, and the student's evaluation of the outcome.

All questionnaires used were identical in every respect except one. Half of the questionnaires asked respondents to assume that they would like to talk with a counsellor about a personal problem, while the remainder involved a vocational problem. At all times the wording was kept as simple as possible, and the final format was administered to a group of counsellor trainees and students. No problems were encountered.

VARIABLES

The basic design of the study was an approximation of the one-group pretest-posttest design (Huck, Cormier & Bounds, 1974), the 33 counsellor preference items being the pretest, followed by the audiovisual presentation, and the actual counsellor choices being the posttest measure. The nature of the present study is described in terms of its variables.

a) Independent Variables

Sex, race, and type of problem were treated as independent variables. With regard to sex, male and female counsellors were

presented to both male and female students. There were also two main ethnic groups, the Pakeha and the Maori/Polynesian groups. Originally there were 13 ethnic groupings: Pakeha, Maori, Cook Islander, Samoan, Niuean, Tongan, Tokelauean, Chinese, Indian, Fijian, Pakeha plus Maori or Polynesian, Maori plus Polynesian, and any other racial mix. During the data analysis stage, these were collapsed into two main groups for a number of analyses. The classification into two groups involved excluding all students who had identified themselves as Chinese or Indian, or Pakeha-Maori, or Pakeha-Polynesian, or any other racial mix. The final two groups therefore consisted of students who had identified themselves as only Pakeha or only Maori and/or Polynesian. Counsellors and students alike were drawn from both of these groupings. Finally, the type of problem presented to the students on the questionnaire was one of two types, either a vocational or a personal problem. The problems were described as followed:

Vocational problem: e.g., what to do when you leave school,
how to apply for a job.

Personal problem: e.g., difficulties at home,
having no friends.

b) Control Variables

An attempt was made to eliminate the effects of age and number of years at secondary school by restricting the sample to fifth formers. Fifth formers only were used as it was believed that, being in at least their third year at secondary school, they would be aware of the school counsellor and his or her roles. In addition, after the fifth form the school leaving rate increases rapidly and does not do so evenly across the sexes and various ethnic groups. Hence, in using fifth formers of various ability levels from state educational schools, it was decided that representative samples of both male and female students as well as Maori/Polynesian and Pakeha students would

be included. In addition to this, an attempt to minimize counsellor variables was made, first, by means of the pilot study, and secondly, by way of the audiotaped descriptions of each of the four counsellors. The counsellors were described as ranging from 32 to 35 years of age, and all were said to have either 5 or 6 years of teaching experience, followed by 5 or 6 years as a school counsellor. The general appearance of the counsellors was also restricted. All counsellors had dark hair colouring, short hairstyles, did not wear glasses, and all men were clean-shaven. Counsellor dress was specified as a shirt and tie for males, and for females it was a blouse or jersey. Finally the students' ratings of each counsellor's physical attractiveness were obtained. On the basis of these, the final four counsellors selected were matched as closely as possible.

c) Dependent Variables

Essentially there were two measures of dependent variables: firstly the students' responses to the "Choosing a Counsellor" Questionnaire Part One, and secondly their rankings on "Choosing a Counsellor" Questionnaire Part Two.

SUBJECTS

The sample consisted of 443 fifth form students enrolled at six state coeducational schools in Auckland and Christchurch. Less than 3 percent (N=13) of the cases were judged to be invalid. These either had large segments incompleted or were inappropriately answered, for example, sex: " $\frac{1}{2}$ male $\frac{1}{2}$ female", and "transvestite"; race: "Don't know 5 fathers and then I was born", and "6 boxes ticked and Jamaican added under other". Table 2 presents a breakdown by sex and race of the 430 valid cases. For many of the analyses the individual categories for race were collapsed into 3 broader categories. Table 3 presents these groupings. See Appendix C for a breakdown by schools.

TABLE 2

Frequency Distribution of Students by Sex and Race					
	Count Row PCT Col PCT Tot PCT	SEX		Not Answered	Row Total
		Male	Female		
Race	Pakeha	90	87	OM	177
		50.8	49.2	0.0	42.1
		47.6	37.7	0.0	
		21.4	20.7	0.0	
	Maori	23	24	IM	47
		48.9	51.1	0.0	11.2
		12.2	10.4	0.0	
		5.5	5.7	0.0	
	Cook Islander	8	28	2M	36
		22.2	77.8	0.0	8.6
		4.2	12.1	0.0	
		1.9	6.7	0.0	
	Samoan	26	25	OM	51
		51.0	49.0	0.0	12.1
		13.8	10.8	0.0	
		6.2	6.0	0.0	
	Niuean	7	10	OM	17
		41.2	58.8	0.0	4.0
		3.7	4.3	0.0	
		1.7	2.4	0.0	
	Tongan	6	10	IM	16
		37.5	62.5	0.0	3.8
		3.2	1.3	0.0	
		1.4	2.4	0.0	
	Tokelauean	1	2	OM	3
		33.3	66.7	0.0	0.7
		0.5	0.9	0.0	
		0.2	0.5	0.0	
	Chinese	4	3	IM	7
		57.1	42.9	0.0	1.7
		2.1	1.3	0.0	
		1.0	0.7	0.0	
	Indian	0	4	OM	1
		0.0	100.0	0.0	1.0
		0.0	1.7	0.0	
		0.0	1.0	0.0	
	Fijian	0	1	OM	1
		0.0	100.0	0.0	0.2
		0.0	0.4	0.0	
		0.0	0.2	0.0	

Pakeha Plus	18	21	0M	39
Polynesian/Maori	46.2	53.8	0.0	9.3
	9.5	9.1	0.0	
	4.3	5.0	0.0	
Maoris Plus Polynesian	3	9	0M	12
	25.0	75.0	0.0	2.9
	1.6	3.9	0.0	
	0.7	2.1	0.0	
Any Other Racial Mix	3	7	2M	10
	30.0	70.0	0.0	2.4
	1.6	3.0	0.0	
	0.7	1.7	0.0	
Not answered	3M	0M	0M	3M
	0.0	0.0	0.0	0.0
	0.0	0.0	0.0	
	0.0	0.0	0.0	
Column Total	189	231	7M	420
	45.0	55.0	0.0	100.0
Number of Missing Observations = 10				

TABLE 3

Frequency Distribution of Students by Sex and Broad Race Categories					
		SEX			
	Count Row PCT Col PCT Tot PCT	Male	Female	Not Answered	Row Total
Race	Pakeha	90	87	0M	177
		50.8	49.2	0.0	49.2
		54.9	44.4	0.0	
		25.0	24.2	0.0	
	Maori/Polynesian	74	109	4M	183
		40.4	59.6	0.0	50.8
		45.1	55.6	0.0	
		20.6	30.3	0.0	
	All Other Racial Groups	28M	35M	3M	66M
		0.0	0.0	0.0	0.0
		0.0	0.0	0.0	
		0.0	0.0	0.0	
Column Total		164	196	7M	360
		45.6	54.4	0.0	100.0
Number of Missing Observations = 70					

PROCEDURE

All data collection took place during August and September, 1984, within a seven-week period. The six schools involved were selected on the basis of their availability, willingness to participate, and the need to gain a representative sample of fifth formers from large, racially mixed, urban schools. The questionnaires were administered to groups of students in a suitable room, usually an audiovisual theatre, at each school. The full study was completed in a single session lasting approximately 30 minutes. Two female Pakeha graduate students, one being the author, administered all questionnaires.

A standardized format was used for the administration. Prior to the administration of the questionnaires, the students were informed that participation in the study was voluntary and that all information gathered was anonymous. It was then explained to the students that the investigator was interested in establishing what kind of person fifth formers would like as their school counsellor, and that a number of schools in Auckland and Christchurch were participating. It was stressed that everyone must work on their own and not in association with neighbours. They were directed to answer all questions for themselves personally, and the anonymity of the study was reiterated. Students were then handed a questionnaire and instructed not to open it until told. At this point, it was explained that the study had two parts. Part One involved answering a number of questions, whereas Part Two used slides and a tape and therefore it was required that all students stop at the end of part one until everyone was ready to continue. Only then could the slides begin. Students were then directed to carefully read all the instructions on the first page, and answer the questions on pages 2 and 3. They were reminded once again to stop at the bottom of page 3.

When all students had completed Part One, they were asked to turn to page 4 and then put their pens down to just watch and listen. It was explained that they would be shown four school counsellors and asked to put them in the order in which they would choose to see them. The number 1 would be written beside the counsellor they would most prefer to talk with, number 2 beside their second choice, 3 beside their third choice, and number 4 next to the counsellor they would least prefer to talk with. The students were directed to watch and listen to all the counsellors before making choices. It was emphasized that all four counsellors would be shown together at the end, and that this was the point at which decisions should be made. Finally the students were instructed to answer all the questions on page 5 about themselves personally by ticking the appropriate boxes.

The questionnaires had previously been arranged with vocational and personal problems alternated. In this way, it was expected that each problem type would be distributed evenly within each school, and across the sexes and ethnic groups. The counsellors were also presented in a predetermined sequence. Two random orders of the four counsellors had been obtained to eliminate any order-of-presentation effects. Audiotapes for each sequence had been prerecorded and synchronized with the slides. Each order was then used for three schools. The orders were as follows:

Order One

- A. Maori Female
- B. Pakeha Female
- C. Pakeha Male
- D. Maori Male

Order Two

- A. Maori Male
- B. Maori Female

C. Pakeha Female

D. Pakeha Male

Each questionnaire was coded by the author. The 33 questions in part one were scored as follows: Very Important = 4; Important = 3; Unimportant = 2; Very Unimportant = 1. When an item was not answered, it was coded 9 and omitted from the analyses. Any responses to question 34 were recorded in full. The rankings in Part Two of the questionnaire were simply noted from 1 to 4, with 1 being the first choice. Failure to complete the ranking was coded 9 and also omitted from the data analyses. The final page of background information was, for statistical procedures, simply coded. The full coding system can be seen in Appendix C.

STATISTICAL ANALYSES

The first two hypotheses concerning students' preferences were tested by examining the descriptive statistics calculated using the FREQUENCIES programme of the Statistical Packages for the Social Sciences (SPSS) second edition (Nie, Hull, Jenkins, Steinbrenner, & Bent, 1975, p181-202). Means and standard deviations for the 33 items from Part One of the "Choosing a Counsellor" Questionnaire were produced. In the scoring of these items, very important = 4, important = 3, unimportant = 2, and very unimportant = 1. The means and standard deviations of item 6: "Is the same race as I am", and item 20: "Is the same sex as I am", were of particular interest here.

For Hypotheses 3 and 4, although the students were asked to rank the four counsellors in order of choice, the counsellor chosen as first choice was of primary concern. The testing of these two hypotheses required the analysis of frequency data using the one-tailed Chi square (χ^2) test for two independent samples: sex and race. This is a part of the SPSS CROSSTABS programme (Nie et al,

1975, p223). For all calculations the data met the criterion that all expected frequencies should be greater than 5. Strength of association was measured by Phi (ϕ) for 2 x 2 tablet. Phi makes a correction for the fact that the value of chi square is directly proportional to the number of cases N, by adjusting the X^2 value. Phi takes on the value of 0 when no relationship exists, and the value of +1 when the variables are perfectly related (Nie et al, 1975, p224). The statistic lambda (λ), an index of predictive association, was also calculated. This statistic shows the proportional reduction in error in the ability to predict the value of the dependent variable once we know the value of the independent variable. The maximum value of lambda is 1.0, which occurs when prediction can be made without error. A value of zero means no improvement in prediction (Nie et al, 1975, p225). Hypotheses 5 and 6 were also tested using the Chi square statistic (CROSSTABS).

In addition to the testing of the six hypotheses, a factor analysis of the 33 items was conducted. Both principal components (PA2) and an orthogonal rotation (VARIMAX) were completed (Nie et al, 1975, p468-514). Finally, a four-way multiple analysis of variance (MANOVA) involving 3 factor scores was carried out (Hull & Nie, 1981, p1-79). Sex, race, type of problem, and previous help, each with two levels, were the independent variables for this analysis. There were 16 non-empty cells.

CHAPTER FOUR

RESULTS

Hypothesis 1 When asked directly about the significance of counsellor sex, students will indicate that this would be "unimportant" to them when choosing a counsellor.

Part One of the "Choosing a Counsellor" Questionnaire asked the students to indicate how important or unimportant 33 counsellor traits and characteristics would be to them when choosing a counsellor. The scoring of the items was as follows: Very Important = 4; Important = 3; Unimportant = 2; Very Unimportant = 1. Means and standard deviations for these 33 items for the total sample (N = 430) are presented in Table 4 in order of priority beginning with the most important.

Item 20, "I would want a counsellor who is the same sex as I am", directly asked the students about the sex of their preferred counsellor. It can be seen in Table 4 that overall students considered the sex of the counsellor to be the least important of all 33 characteristics listed. With a mean of 1.663 and a standard deviation of 0.796, counsellor sex was clearly rated by students as unimportant. Therefore hypothesis 1 was confirmed.

Hypothesis 2 When asked directly about the significance of counsellor race, students will indicate that this would be "unimportant" to them when choosing a counsellor.

Table 4 also contains the mean and standard deviation for Item 6: "I would want a counsellor who is the same race as I am". The students have undoubtedly indicated that counsellor race would be unimportant to them when choosing a counsellor. Item 6 (M = 1.667 SD = 0.804) was clearly rated as unimportant as can be seen by its position at the bottom of Table 4.

TABLE 4

Means and Standard Deviations of the 33 Counsellor Preference Items			
Item	M	SD	
3. Does not have prejudices about people like me	3.686	0.609	
16. Accepts me as I am	3.655	0.579	
33. Is friendly	3.632	0.555	
18. Treats me as an equal	3.578	0.601	
8. Gives me encouragement	3.556	0.604	
25. Understands my feelings	3.459	0.609	
26. Won't talk about me with anyone else without asking me first	3.442	0.861	
13. I will get along with	3.435	0.647	
17. Is able to recognize and admit their own mistakes	3.416	0.707	
1. Looks like the kind of person who will listen to me	3.414	0.703	
32. Will treat me with respect	3.410	0.674	
11. Uses words I understand	3.361	0.763	
28. Is able to help me figure out what I want to do	3.354	0.627	
2. Will give me undivided attention	3.246	0.775	
14. Looks confident	3.115	0.701	
30. Will not let me avoid important topics	3.089	0.765	
5. Will not be interrupted by others during my time	3.087	0.803	
21. Will answer all of my questions	3.040	0.662	
22. Easily arranges time to see me	2.993	0.695	
27. Pulls me up when I'm wasting time	2.979	0.782	
9. Knows what's best for me	2.977	0.837	
4. Leaves final decisions to me	2.948	0.821	
19. Will take responsibility for making sure my problems get solved	2.930	0.742	

31.	Looks strong enough to handle my problems	2.916	0.911
15.	Is able to get things done for me	2.900	0.834
12.	Will be on my side	2.748	0.848
23.	Dresses in a relaxed manner	2.585	0.910
24.	Will push me into doing what I ought to do	2.511	1.019
7.	Tells me what to do	2.402	0.884
10.	Is attractive	1.984	1.056
29.	Reminds me of someone I know	1.702	0.760
6.	Is the same race as I am	1.667	0.804
20.	Is the same sex as I am	1.663	0.796

Hypothesis 3 Given a choice, students will select a counsellor of the same sex as themselves.

Part Two of the "Choosing a Counsellor" Questionnaire asked the students to rank the four counsellors by assigning the number 1 to their first choice, 2 for second choice, 3 to the third choice, and 4 to the counsellor who would be their final choice. A 2 x 2 Chi square analysis was performed investigating the effects of student's sex and first choice counsellor's sex. Table 5 shows the sex of the counsellor chosen as first choice by each of the male and female students (N = 418).

TABLE 5

2 x 2 Contingency Table for Sex of Students' First-Choice Counsellor by Student Sex				
	Count	Counsellor Sex		Row Total
	Row PCT Col PCT Tot PCT	Male	Female	
Student Sex		114	75	189
		60.3	39.7	45.2
	Male	66.3	30.5	
		27.3	17.9	
		58	171	229
		25.3	74.7	54.8
	Female	33.7	69.5	
		13.9	40.9	
	Column Total	172 41.1	246 58.9	418 100.0
RAW CHI SQUARE = 52.34758 df = 1 p = 0.0000				
PHI = 0.35388				
LAMBDA = 0.26316				

It can be seen in Figure 1, that when given a choice, a substantial majority of students selected a counsellor of the same sex as themselves. One further point of interest here relates to the relative strength of these tendencies for the male and female students. Clearly females selected a female counsellor much more frequently than males selected a male counsellor. In fact, 74.7 percent ($N = 171$) of female students made a same-sex choice, whereas 60.3 percent ($N = 114$) of males selected a same-sex counsellor. Same-sex preferences appear to be much stronger for females than males.

Hypothesis 4 Given a choice, students will select a counsellor of the same race as themselves.

A 2 x 2 Chi square analysis was completed to investigate the effects of student's race and first choice counsellor's race. The two broad student racial groupings (Pakeha and Maori/Polynesian) were used for this analysis of first choice counsellors. Table 6 presents the contingency table for student and counsellor race ($N = 361$).

Figure 1.

Sex of Students First-Choice Counsellor

(N=418)

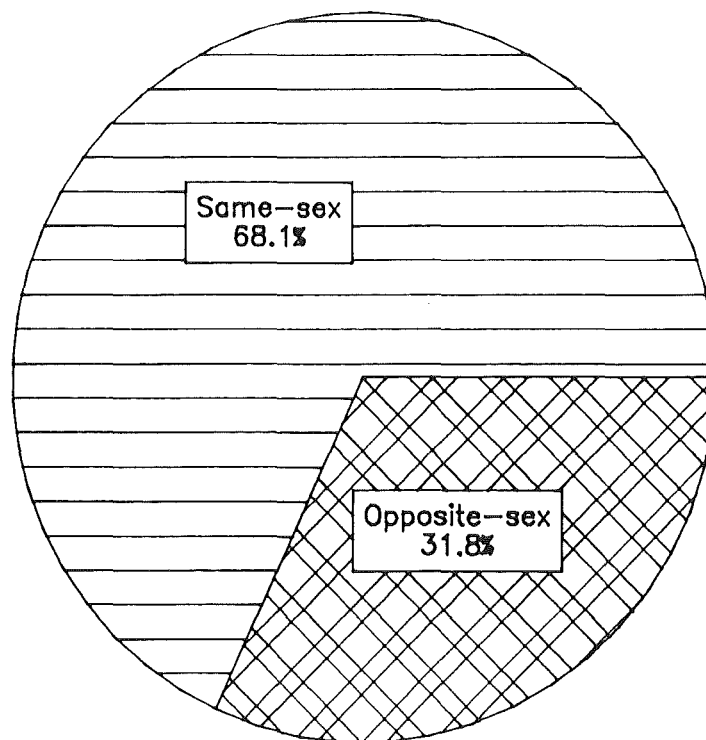


TABLE 6

2 x 2 Contingency Table for Race of Students' First-Choice Counsellor by Student Race				
Student Race	Count	Counsellor Race		Row Total
	Row PCT Col PCT Tot PCT	Pakeha	Maori/Polynesian	
Pakeha		118	57	175
		67.4	32.6	48.5
		65.2	31.7	
		32.7	15.8	
Maori/ Polynesian		63	123	186
		33.9	66.1	51.5
		34.8	68.3	
		17.5	34.1	
Column Total		181	180	361
		50.1	49.9	100.0
RAW CHI SQUARE = 40.61524 df = 1 p = 0.0000				
PHI = 0.33542				
LAMBDA = 0.32394				

Figure 2 shows that when given a choice the clear majority of students selected a counsellor of the same race as themselves.

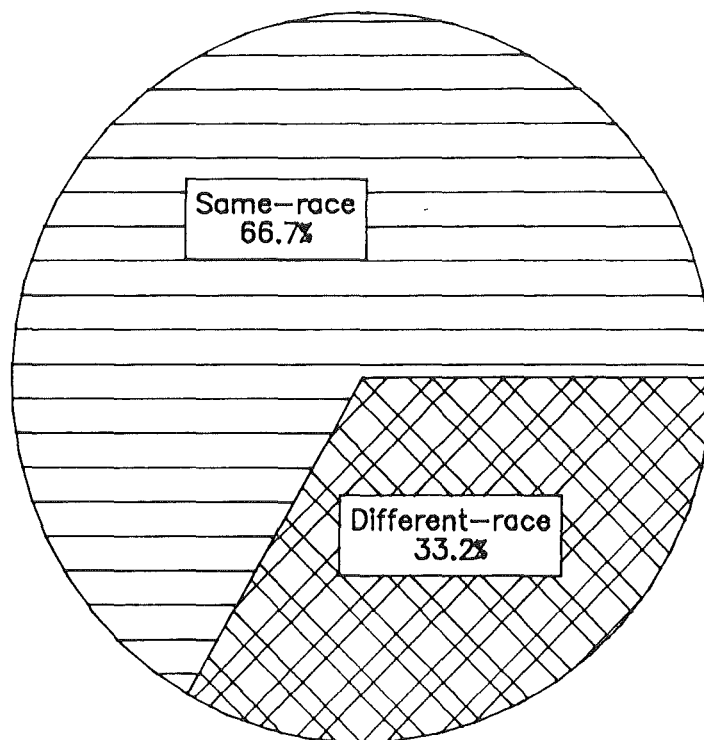
Hypothesis 5 Students same-sex preferences will be stronger for personal problems than for vocational problems.

Approximately one-half of the total sample received questionnaires which asked the student to assume they were seeking help for a vocational problem, while the other half were to assume they had a personal problem. Chi square analyses were conducted to investigate the effects of problem type on the sex of the students first choice counsellor. Table 7

Figure 2.

Race of Students First-Choice Counsellor

(N=361)



contains the number of students selecting male or female counsellors for a vocational problem ($N = 202$), and Table 8 presents this information for those with a personal problem ($N = 216$). Figure 3 and 4 show the sex of the counsellor chosen for vocational and personal problems respectively.

It can be seen in Tables 7 and 8 that students tended to select a counsellor of the same sex as themselves for either a vocational or a personal problem. The values of phi at 0.30118 and 0.40313 for vocational and personal problems respectively, suggest that the same-sex tendency was stronger for personal than for vocational problems. These results provide moderate support for Hypothesis 5.

Hypothesis 6 Students same-race preferences will be stronger for personal problems than for vocational problems.

Chi square analyses were conducted to investigate the effects of problem type on the race of the counsellor selected at first choice by the students. For these analyses only students in the Pakeha and Maori/Polynesian groups were included. Tables 9 and 10 show the number of students choosing Pakeha or Maori/Polynesian counsellors for vocational ($N = 176$) and for personal ($N = 185$) problems respectively.

TABLE 7

2 x 2 Contingency Table for Vocational Problems Sex of Students' First-Choice Counsellor by Student Sex				
	Count	Counsellor Sex		Row Total
	Row PCT Col PCT Tot PCT	Male	Female	
Student Sex		51	37	88
		58.0	42.0	43.6
	Male	61.4	31.1	
		25.2	18.3	
		32	82	114
		28.1	71.9	56.4
	Female	38.6	68.9	
		15.8	40.6	
	Column Total	83 41.1	119 58.9	202 100.0
RAW CHI SQUARE = 18.32324 df = 1 p = 0.0000				
PHI = 0.30118				
LAMBDA = 0.19298				

TABLE 8

2 x 2 Contingency Table for Personal Problems
Sex of Students' First-Choice Counsellor by Student Sex

		Count Row PCT Col PCT Tot PCT	Counsellor Sex		Row Total
			Male	Female	
Student Sex			63	38	101
			62.4	37.6	46.8
	Male		70.8	29.9	
			29.2	17.6	
			26	89	115
			22.6	77.4	53.2
	Female		29.2	70.1	
			12.0	41.2	
Column Total		89	127	216	
		41.2	58.8	100.0	
RAW CHI SQUARE = 35.10239 df = 1 p = 0.0000					
PHI = 0.40313					
LAMBDA = 0.32632					

Figure 3.

Sex of Counsellor for Vocational Problems

(N=202)

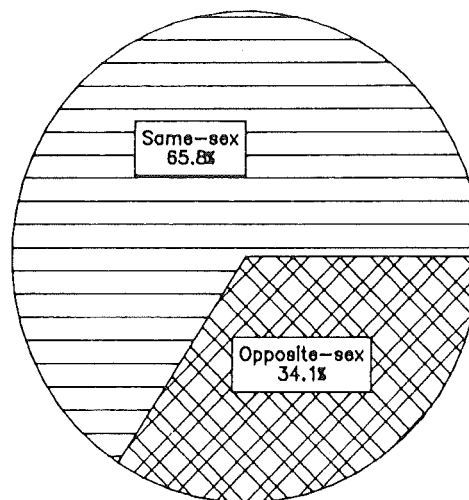


Figure 4.

Sex of Counsellor for Personal Problems

(N=216)

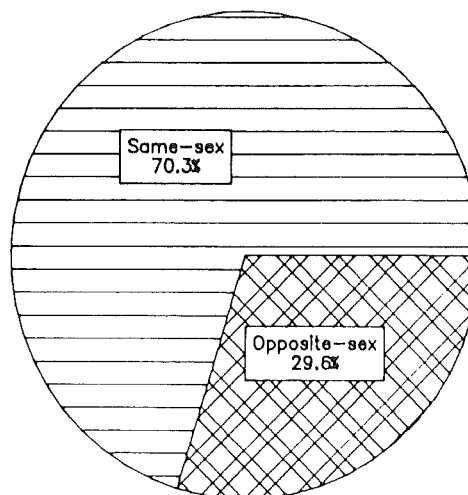


TABLE 9

2 x 2 Contingency Table for Vocational Problems Race of Students' First-Choice Counsellor by Student Race				
Student Race	Count	Counsellor Race		Row Total
	Row PCT Col PCT Tot PCT	Pakeha	Maori/Polynesian	
Pakeha		53	32	85
		62.4	37.6	48.3
		65.4	33.7	
		30.1	18.2	
Maori/ Polynesian		28	63	91
		30.8	69.2	51.7
		34.6	66.3	
		15.9	35.8	
Column Total		81 46.0	95 54.0	176 100.0
RAW CHI SQUARE = 17.64780 df = 1 p = 0.0000				
PHI = 0.31666				
LAMBDA = 0.27711				

TABLE 10

2 x 2 Contingency Table for Personal Problems Race of Students First-Choice Counsellor by Student Race				
	Count Row PCT Col PCT Tot PCT	Counsellor Race		Row Total
		Pakeha	Maori/Polynesian	
Student Race		65	25	90
		72.2	27.8	48.6
Pakeha		65.0	29.4	
		35.1	13.5	
		35	60	95
Maori/ Polynesian		36.8	63.2	51.4
		35.0	70.6	
		18.9	32.4	
	Column Total	100 54.1	85 45.9	185 100.0
RAW CHI SQUARE = 23.29365 df = 1 p = 0.0000				
PHI = 0.35484				
LAMBDA = 0.31429				

Tables 9 and 10 demonstrate that students selected a counsellor of the same race as themselves for vocational and personal problems. Phi has a value of 0.31666 for a vocational problem and 0.35484 for a personal problem, suggesting a slight trend in the direction of stronger same-race preferences for personal problems. However the trend was not strong enough to confirm Hypothesis 6. The very small difference with problem type can be seen when comparing figures 5 and 6 which show the race of the counsellor chosen for vocational and personal problems respectively.

ADDITIONAL ANALYSES

The data warranted several additional analyses. While these were not necessary to test the hypotheses, they provided useful and

Figure 5.

Race of Counsellor for Vocational Problems

(N=176)

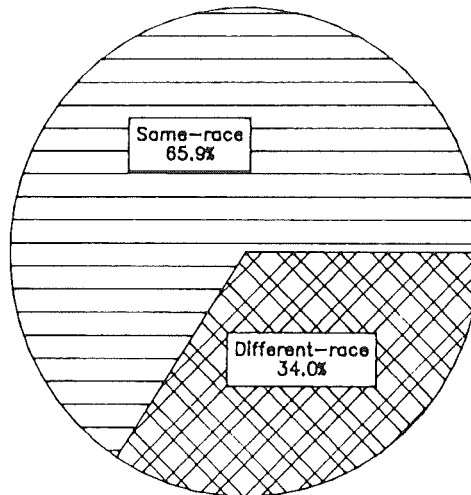
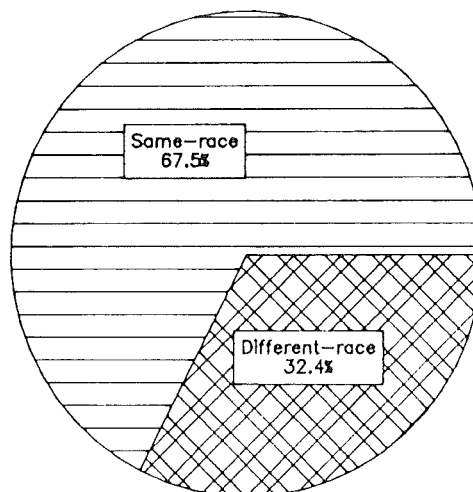


Figure 6.

Race of Counsellor for Personal Problems

(N=185)



interesting information about various aspects of the study.

a) Factor Analysis of the 33 Counsellor Preference Items

Principal factor extraction resulted in nine factors with Eigen Values greater than 1.0; these nine factors accounted for 50.9 percent of the total variance. Table 11 sets out the results of the principal components solution, and Table 12 contains the solution from the varimax orthogonal rotation. The principal components solution had the clearest pattern of factor loadings, and all 33 items loaded highest on one of the first three factors. Although these 3 factors accounted for only 28.1 percent of the total variance, the addition of the remaining six factors with Eigen Values greater than 1.0 contributed only 22.8 percent more, however they made interpretation extremely complex. It was decided, therefore, to focus on the first three factors of the principal components solution which satisfactorily accommodated all 33 items. Loadings of at least 0.30 were necessary for an item to be included in a factor.

Factor I included the following items:

1. Looks like the kind of person who will listen to me
2. Will give me undivided attention
3. Does not have prejudices about people like me
4. Leaves final decisions to me
5. Will not be interrupted by others during my time
8. Gives me encouragement
11. Uses words I understand
12. Will be on my side
13. I will get along well with
14. Looks confident
15. Is able to get things done for me

TABLE 11

Factor Loadings for 33 Counsellor Preference Items: Principal Components Solution										
		I	II	III	IV	V	VI	VII	VIII	IX h ²
Item	1	.26	.15	.12	-.21	.27	.02	.19	.18	.03 .29
	2	.33	-.03	-.17	.06	-.06	.24	.07	.14	.11 .24
	3	.32	-.29	-.10	-.02	.05	.19	-.11	.11	-.11 .27
	4	.37	.08	-.26	.19	-.26	.02	.11	.15	-.02 .35
	5	.38	.07	-.12	.00	.01	.08	.13	-.25	.01 .25
	6	-.07	.63	-.00	.28	.14	.12	-.11	.04	.14 .55
	7	.07	.13	.58	.08	.05	-.02	-.11	-.06	.01 .38
	8	.47	-.17	.20	-.02	.04	.10	-.09	.18	.01 .34
	9	.27	-.02	.34	.08	.03	.23	-.10	-.01	.04 .26
	10	.03	.49	-.17	-.20	-.20	-.04	-.06	.13	.09 .38
	11	.36	.01	.03	.06	.01	.11	-.02	.07	-.16 .18
	12	.46	.19	.06	.08	-.11	.26	-.03	.13	-.21 .40
	13	.45	-.03	.01	.08	.06	.08	-.04	-.12	-.03 .24
	14	.40	.04	.09	-.21	.08	-.14	.03	.18	-.10 .28
	15	.49	.10	-.01	-.19	-.24	.06	.09	-.04	-.15 .38
	16	.43	-.25	-.14	-.04	.09	.08	-.14	-.02	.10 .31
	17	.47	-.20	-.10	-.04	-.14	-.17	-.10	-.03	-.07 .34
	18	.47	-.22	-.10	.00	.13	.10	.04	.03	.28 .39
	19	.35	.31	.16	-.14	-.03	.07	-.18	-.35	-.13 .44
	20	.05	.37	-.05	.29	.20	-.06	-.08	-.01	-.06 .28
	21	.40	.17	.01	-.01	-.13	-.02	-.08	-.01	.10 .22
	22	.43	.16	-.04	-.02	-.22	-.09	-.06	.01	.05 .28
	23	.30	.34	-.13	.12	-.13	-.26	-.08	.08	.07 .34
	24	.26	-.09	.44	.02	-.13	-.34	.07	.05	.10 .42
	25	.49	-.05	.10	.07	.20	-.07	-.03	.04	.00 .31
	26	.36	-.11	-.25	.36	.23	-.17	.18	-.10	-.14 .48
	27	.31	-.12	.35	.23	-.11	-.08	.15	.08	-.05 .34
	28	.45	-.10	.04	-.10	.04	.03	-.00	-.09	.26 .30
	29	.05	.41	.08	.03	.03	.12	.24	-.02	.06 .25
	30	.33	-.10	.07	.13	-.17	.06	.31	-.18	.06 .31
	31	.38	.34	-.06	-.35	.31	-.09	.18	.00	-.08 .53
	32	.48	-.03	-.21	-.08	.05	-.12	-.11	-.18	.07 .35
	33	.41	-.06	-.13	.11	.15	-.20	-.16	.09	-.05 .30
EIGEN VALUES		5.06	2.36	1.86	1.40	1.37	1.32	1.19	1.16	1.07

TABLE 12

Factor Loadings for 33 Counsellor Preference Items: Varimax Rotation											
		I	II	III	IV	V	VI	VII	VIII	IX	h ²
Item	1	.12	-.01	.09	.09	.08	-.02	.50	-.04	.02	.28
	2	.29	.13	-.10	.04	.28	-.01	.03	-.11	.17	.23
	3	.29	-.06	-.05	.21	.35	.12	.01	-.01	-.04	.27
	4	.10	.40	-.08	.02	.27	.16	-.04	-.13	.24	.35
	5	.23	.10	-.06	.03	.09	.13	.09	.23	.30	.24
	6	-.08	.14	-.03	.71	.00	-.05	.00	.04	-.07	.55
	7	-.05	-.09	.53	.17	.02	-.10	.03	.19	-.07	.37
	8	.34	.05	.29	-.12	.33	.05	.14	.00	-.04	.35
	9	.21	-.08	.32	.10	.26	-.09	.00	.13	.02	.26
	10	-.10	.46	-.18	.20	-.02	-.22	.16	.06	-.07	.38
	11	.12	.08	.09	-.00	.34	.13	.09	.08	.06	.18
	12	.08	.21	.09	.12	.53	.03	.11	.14	.11	.40
	13	.28	.07	.10	.01	.22	.19	.05	.19	.13	.23
	14	.11	.18	.16	-.13	.16	.11	.39	.05	-.06	.28
	15	.09	.32	.04	-.16	.29	-.01	.20	.24	.23	.37
	16	.47	.05	-.03	-.16	.18	.16	.02	.07	-.01	.31
	17	.25	.28	.08	-.30	.14	.25	.00	.12	.04	.34
	18	.56	.04	.03	-.06	.11	.10	.10	-.07	.14	.38
	19	.07	.16	.11	.11	.12	-.02	.11	.60	.05	.44
	20	-.07	.08	-.00	.44	.02	.24	.02	.06	-.07	.27
	21	.22	.34	.12	.07	.12	.01	.07	.15	.07	.23
	22	.17	.43	.10	-.01	.14	.05	.06	.13	.09	.27
	23	.04	.52	.06	.20	-.00	.18	.06	.03	-.00	.35
	24	.05	.17	.58	-.16	-.09	.05	.10	-.02	.07	.42
	25	.31	.07	.24	.02	.17	.30	.20	.07	.01	.32
	26	.16	.01	-.04	.05	.08	.61	.04	-.04	.24	.47
	27	.03	.05	.48	-.06	.18	.13	.00	-.07	.21	.34
	28	.48	.11	.14	-.07	.03	.01	.12	.11	.13	.31
	29	-.09	.08	.02	.36	.02	-.12	.21	.05	.23	.26
	30	.15	.06	.17	.07	.09	.07	-.02	.05	.48	.31
	31	.09	.15	-.08	.10	.02	.11	.65	.22	.06	.53
	32	.37	.25	-.06	-.10	.01	.25	.10	.24	.06	.35
	33	.25	.18	.06	-.03	.12	.40	.09	.02	-.13	.30
EIGEN VALUES		4.39	1.74	1.22	0.79	0.73	0.65	0.51	0.50	0.41	

16. Accepts me as I am
17. Is able to recognize and admit their own mistakes
18. Treats me as an equal
19. Will take responsibility for making sure my problems get solved
21. Will answer all of my questions
22. Easily arranges time to see me
25. Understands my feelings
26. Won't talk about me with anyone else without asking me first
28. Is able to help me figure out what I want to do
30. Will not let me avoid important topics
31. Looks strong enough to handle my problems
32. Will treat me with respect
33. Is friendly

Loadings of greater than 0.30 were evident for all items except one. Item I has a factor loading of only 0.26, however the other 8 factor loadings were all smaller. Consequently, there seemed to be some justification for incorporating this item into Factor I, especially as its loading was only marginally less than the accepted cut-off point. Two additional items, 19 and 31, had significant loadings on Factor II also, but in both cases these were smaller than those recorded for Factor I.

Factor I includes 24 of the total 33 items, and these appear to encompass two main areas. First, there are issues related to the quality of the client-counsellor relationship, for example item 8: "Gives me encouragement"; item 16: "Accepts me as I am"; item 18: "Treats me as an equal"; item 25: "Understands my feelings"; and item 32: "Will treat me with respect". The second area is associated with things such as the practicality and utility of the service.

Items such as item 2: "Will give me undivided attention"; item 5: "Will not be interrupted by others during my time"; item 11: "Uses words I understand"; item 15: "Is able to get things done for me"; item 21: "Will answer all of my questions"; item 22: "Easily arranges time to see me"; and item 28: "Is able to help me figure out what I want to do"; all have an element of usefulness or serviceability.

Factor II included the following 5 items:

- 6. Is the same race as I am
- 10. Is attractive
- 20. Is the same sex as I am
- 23. Dresses in a relaxed manner
- 29. Reminds me of someone I know

Clearly Factor II is related to the physical and cultural similarity between client and counsellor.

Factor III is also readily interpreted. Although only 4 items load significantly, there is a common theme. The items are:

- 7. Tells me what to do
- 9. Knows what's best for me
- 24. Will push me into doing what I ought to do
- 27. Pulls me up when I'm wasting time

Items loading on Factor III are specifically related to the counsellor's directiveness or commandingness.

The results of the factor analysis show that the counsellor preference items form into three clusters. The mean scores for items on each of the factors were: Factor I 3.31; Factor II 1.94; Factor III 2.76. Without a doubt then, it can be concluded that items which loaded on Factor I were regarded as most important. The quality of the counselling relationship and the utility of the services

available would be most important to students when choosing a counsellor. Physical and cultural similarity between the counsellor and client was generally considered to be unimportant as shown by the low scores on Factor II. Items loading on Factor III, counsellor directiveness or commandingness, were on the whole rated in a neutral way.

b) Multivariate Analysis of Variance

A four-way multivariate analysis of variance (MANOVA) was carried out on the three factor scores to determine whether groups of students differed on these factors in relation to their sex, race, presenting problem or having had previous contact with a school counsellor. Two significant 2-way interactions and one significant main effect were obtained. A complete summary of all interactions and main effects tested, as well as all means and standard deviations can be found in Appendix D.

The significant interaction between the race of the students and whether or not they had had prior contact with a counsellor (RACE BY HELP: $F(3, 342) = 3.790, p < 0.011$) as seen in Table 13 resulted in a significant univariate F test on Factor II. By examining the means and standard deviations (Table 14) for Factor II it is apparent that there are differences in the importance of physical and cultural similarity, between the client and counsellor, for the Maori/Polynesian students according to whether or not they have received previous help from a school counsellor. For the Pakeha students this factor remains equally rated irrespective of prior contact with a counsellor (M 's = 9.57 and 9.52). Maori/Polynesian students who had not talked with a school counsellor rated the physical and cultural similarity items as more important ($M = 10.41$) than those students who had had previous contact with the counsellor ($M = 9.07$). This difference could be explained in the following way:

TABLE 13

Summary of Multivariate Analysis of Variance of Factor Scores For Subjects (RACE BY HELP)				
Test of Roots	F	df(hyp)	df(error)	pless than
1 to 1	3.790	3.00	342.00	0.011

UNIVARIATE F TESTS			
Variable	F(1,344)	Mean Square	pless than
Factor 1	0.296	55.337	0.587
Factor 2	9.395	6.820	0.002
Factor 3	1.575	6.957	0.210

TABLE 14

Means and Standard Deviations for Factors 1,2,3 (RACE BY HELP)				
Variable		Mean	SD	N
FACTOR 1				
For entire population		79.27	7.70	364
Race	Pakeha	80.55	6.99	177
Help	Yes	80.44	7.53	75
Help	No	80.64	6.61	102
Race	Maori/Polynesian	78.06	8.14	187
Help	Yes	77.45	6.76	71
Help	No	78.44	8.90	116
FACTOR 2				
For entire population		9.73	2.69	364
Race	Pakeha	9.54	2.57	177
Help	Yes	9.57	2.56	75
Help	No	9.52	2.59	102
Race	Maori/Polynesian	9.90	2.80	187
Help	Yes	9.07	2.59	71
Help	No	10.41	2.81	116
FACTOR 3				
For entire population		11.04	2.64	364
Race	Pakeha	10.73	2.82	177
Help	Yes	10.85	2.35	75
Help	No	10.64	3.13	102
Race	Maori/Polynesian	11.33	2.43	187
Help	Yes	11.06	2.37	71
Help	No	11.49	2.47	116

Thirty-nine percent ($N = 71$) of the Maori/Polynesian students had talked with a school counsellor (Table 21), and most, if not all, of these students will have seen a Pakeha counsellor. The students' own ratings of the outcome of this counselling contact indicated that for most it was not a negative experience: Positive outcome 47.1% ($N = 33$), neither positive nor negative 44.3% ($N = 31$), and negative outcome 8.6% ($N = 6$). It would seem then that previous positive or neutral experiences with a counsellor reduce the importance of physical and cultural similarity between client and counsellor. Prior to seeking help from a counsellor Maori/Polynesian students seem to indicate a preference for a counsellor similar to themselves, however once a counselling relationship has been established these issues become less important.

The SEX BY RACE interaction (Table 15) was also due to a significant univariate F test on Factor II ($F(1,344) = 14.811$, $p < 0.000$). This interaction is not clearly interpretable. From the means and standard deviations (Table 16) it can be seen that for both Maori/Polynesian females and Pakeha males, the counsellor's physical and cultural characteristics were more important (M 's = 10.28 and 10.19 respectively). Maori/Polynesian males ($M = 9.32$) and Pakeha females ($M = 8.87$) considered these characteristics to be less important. It is possible that physical and cultural similarity are particularly important to Maori/Polynesian females as they may represent the most vulnerable group being both female and members of a minority group. The Pakeha male students, on the other hand, perhaps represent the most inflexible group, that is, the group with the most biases; hence their stronger preferences for counsellors who are physically and culturally similar to themselves.

The third significant effect in the MANOVA analysis was the main effect for RACE (Table 17). The univariate F tests indicated

Table 15

Summary of Multivariate Analysis of Variance of Factor Scores for Subjects (SEX BY RACE)				
Test of Roots	F	df(hyp)	df(error)	pless than
1 to 1	5.208	3.00	342.00	0.002

UNIVARIATE F TESTS			
Variable	F(1,344)	Mean Square	pless than
Factor 1	0.459	55.337	0.498
Factor 2	14.811	6.820	0.000
Factor 3	0.588	6.957	0.444

TABLE 16

Means and Standard Deviations for Factors 1,2,3 (SEX BY RACE)				
Variable		Mean	SD	N
FACTOR 1				
For entire population		79.38	7.55	360
Sex	Male	78.77	7.67	164
Race	Pakeha	80.18	7.26	90
Race	Maori/Polynesian	77.07	7.86	74
Sex	Female	79.89	7.42	196
Race	Pakeha	80.94	6.72	87
Race	Maori/Polynesian	79.05	7.86	109
FACTOR 2				
For entire population		9.72	2.69	360
Sex	Male	9.80	2.54	164
Race	Pakeha	10.19	2.69	90
Race	Maori/Polynesian	9.32	2.28	74
Sex	Female	9.65	2.82	196
Race	Pakeha	8.87	2.27	87
Race	Maori/Polynesian	10.28	3.06	109
FACTOR 3				
For entire population		11.05	2.63	360
Sex	Male	10.97	2.93	164
Race	Pakeha	10.80	3.45	90
Race	Maori/Polynesian	11.18	2.13	74
Sex	Female	11.12	2.36	196
Race	Pakeha	10.66	1.98	87
Race	Maori/Polynesian	11.49	2.57	109

that Factors I and III were significant ($F(1,344) = 9.656, p < 0.002$ and $F(1,344) = 4.969, p < 0.026$ respectively). The means and standard deviations presented in Table 18 demonstrate that the items loading on Factor I were rated as more important by the Pakeha students than by the Maori/Polynesian students (M 's = 80.55 and 78.06). Factor I included items associated with the quality of the client-counsellor relationship and the utility of the services offered. These issues are of greater importance to the Pakeha students. In contrast, the Maori/Polynesian students tended to prefer more directive or commanding counsellors, as shown by their higher mean on Factor III ($M = 11.33$).

TABLE 17

Summary of Multivariate Analysis of Variance of Factor Scores for Subjects (Main Effect for RACE)				
Test of roots	F	df(hyp)	df(error)	p less than
1 to 1	8.265	3.00	342.00	0.000

UNIVARIATE F TESTS			
Variable	F(1,344)	Mean Square	p less than
Factor I	9.656	55.337	0.002
Factor 2	1.763	6.820	0.185
Factor 3	4.969	6.957	0.026

TABLE 18

Means and Standard Deviations for Factors 1,2,3 by Race				
Variable		Mean	SD	N
FACTOR 1				
For entire population		79.27	7.70	364
Race	Pakeha	80.55	6.99	177
Race	Maori/Polynesian	78.06	8.14	187
FACTOR 2				
For entire population		9.73	2.69	364
Race	Pakeha	9.54	2.57	177
Race	Maori/Polynesian	9.90	2.80	187
FACTOR 3				
For entire population		11.04	2.64	364
Race	Pakeha	10.73	2.82	177
Race	Maori/Polynesian	11.33	2.43	187

c) Second Ranked Counsellors

Although first choices were of primary concern in this study, it was thought that an examination of second choices might provide further information of interest. Table 19 shows the sex of the counsellor chosen second by each of the male and female students (N = 417).

TABLE 19

2 x 2 Contingency Table for Sex of Students' Second-Choice Counsellor
by Student Sex

	Count Row PCT Col PCT Tot PCT	Counsellor Sex		Row Total
		Male	Female	
Student Sex		98	92	190
		51.6	48.4	45.6
Male		46.4	44.7	
		23.5	22.1	
		113	114	227
		49.8	50.2	54.4
Female		53.6	55.3	
		27.1	27.3	
	Column Total	211 50.6	206 49.4	417 100.0
RAW CHI SQUARE = 0.13395 df = 1 p = 0.7144				
PHI = 0.01792				
LAMBDA = 0.00253				

Both male and female students selected counsellors of either sex in equal numbers, with approximately 50 percent falling into each of the four cells.

Table 20 presents second choice according to counsellor and student race (N = 360).

TABLE 20

2 x 2 Contingency Table for Race of Students' Second-Choice Counsellor
by Student Race

	Count Row PCT Col PCT Tot PCT	Counsellor Race		Row Total
		Pakeha	Maori/Polynesian	
Student Race		90	86	176
		51.1	48.9	48.9
	Pakeha	58.1	42.0	
		25.0	23.9	
		65	119	184
		35.3	64.7	51.1
	Maori/	41.9	58.0	
	Polynesian	18.1	33.1	
	Column	155	205	360
	Total	43.1	56.9	100.0

RAW CHI SQUARE = 9.17120

df = 1

p = 0.0025

PHI = 0.15961

LAMBDA = 0.08761

The race of the counsellor has remained an important consideration for second rankings ($X^2 (1, N = 360) = 9.171, p < 0.0025$). However, it was the Maori/Polynesian students for whom race was particularly significant. Pakeha students were equally likely to choose Pakeha and Maori/Polynesian counsellors (51.1% and 48.9% respectively). Maori/Polynesian students on the other hand, made a same-race second choice on 64.7 percent ($N = 119$) of the occasions. This tendency was only marginally less than that for first choices (66.1%).

d) Responses to Item 34

Item 34 was included to allow students to list further counsellor characteristics that might be of importance to them when choosing a counsellor. A total of 15.3 percent (N = 66) of the students responded to this item. Fifty-two of these responses were categorized into three main groups representing the three factors; 39 responses were related to the quality of the relationship, six responded in terms of physical and cultural similarity, and seven students made reference to directive aspects of counsellor style. These statements merely reiterated some of those presented in the list of 33 items; no additional issues were raised. The remaining 14 responses were classified into four further groups. First there were statements associated with counsellor experience (N = 5), for example "Someone who has experience about solving peoples problems", and "They know what they're doing". A second area concerned the family background (N = 2): "Talks to parents or guardians and finds out their feelings" and "I think he must know about my family background". Thirdly, there were comments about present counsellors (N = 3), for example, "We love our counsellor the way she is", and "My counsellor is everything I expect of her. She stands up to all my expectations". Finally, there were 5 non-serious replies; "That will give me sex when I want it", "36-26-36", and "Handsome, tall, sexy", were included in this category.

e) Previous Contact with a School Counsellor

The final section of the "Choosing a Counsellor" Questionnaire requested information about students' personal contacts with a school counsellor. In the total sample 42.6 percent (N = 183) of the students had talked with a school counsellor. These 183 constituted the groups shown in Table 21.

TABLE 21

Frequencies of Students with Previous Counsellor Contact by Sex and Race				
Count Row PCT Col PCT Tot PCT	Pakeha	Maori/Polynesian	Other	Row Total
Male	28 39.4 37.3 15.3	28 39.4 39.4 15.3	15 21.1 40.5 8.2	71 38.8
Female	47 43.5 62.7 25.7	42 38.9 59.2 23.0	19 17.6 51.4 10.4	108 59.0
Not Known	0 0.0 0.0 0.0	1 25.0 1.4 0.5	3 75.0 8.1 1.6	4 2.2
Column Total	75 41.0	71 38.8	37 20.2	183 100.0

It can be seen in Figure 7 that 59.0 percent (N = 108) of all those who had talked with a counsellor were female, while only 38.8 percent (N = 71) were male. Equal numbers of Pakeha and Maori/Polynesian students had seen their school counsellor as can be seen in Figure 8.

These 183 students answered four questions with reference to the most recent problem talked about with the counsellor.

1. Who sent you to the counsellor?

Yourself	60.1%	N = 110
Counsellor	15.3%	N = 28
Teacher	21.9%	N = 40
Not known	2.7%	N = 5

Figure 7.

Sex of Students with Previous Counsellor Contact

(N=183)

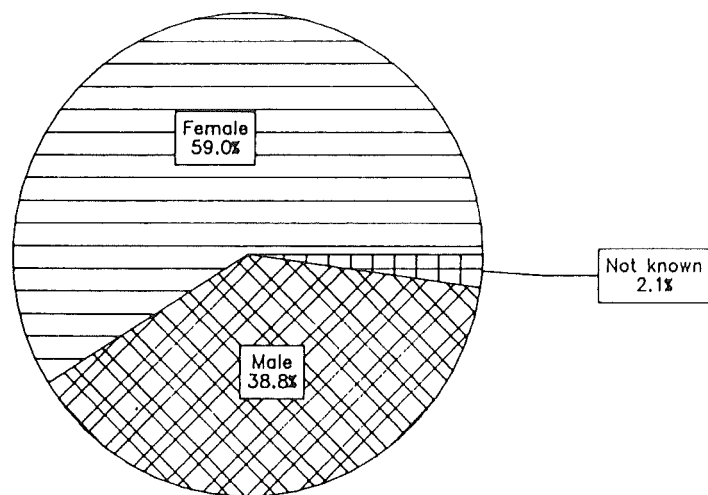


Figure 8.

Race of Students with Previous Counsellor Contact

(N=183)

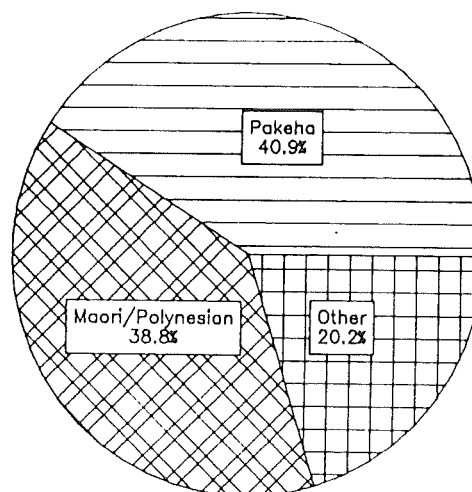


Figure 9 displays this initiation of counsellor contact. There were no marked differences between males and females or between Pakeha and Maori/Polynesian students in terms of the initiator of contact.

2. What was the type of problem?

Vocational	42.1%	N = 77
Personal	53.0%	N = 97
Other	3.3%	N = 6
Not known	1.6%	N = 3

There were no major differences between Pakeha and Maori/Polynesian students. However, a sex difference was found.

- 55.6% (N = 60) of females presented with a personal problem
- 39.8% (N = 43) of females had a vocational or careers problem
- 46.5% (N = 33) of males saw the counsellor for a personal problem
- 47.9% (N = 34) of males had a vocational or careers problem

Figures 10 and 11 show the type of presenting problem for males and females respectively.

3. How many times did you go?

Once	37.2%	N = 68
2-3	43.7%	N = 80
4-5	6.0%	N = 11
6-10	3.8%	N = 7
10+	9.3%	N = 17

In general the counsellor was seen for up to three sessions. Males tended to have fewer sessions with the counsellor than females. Figures 12 and 13, number of counselling sessions for males and females respectively, demonstrate this trend.

Figure 9.

Initiator of Counsellor Contact

(N=183)

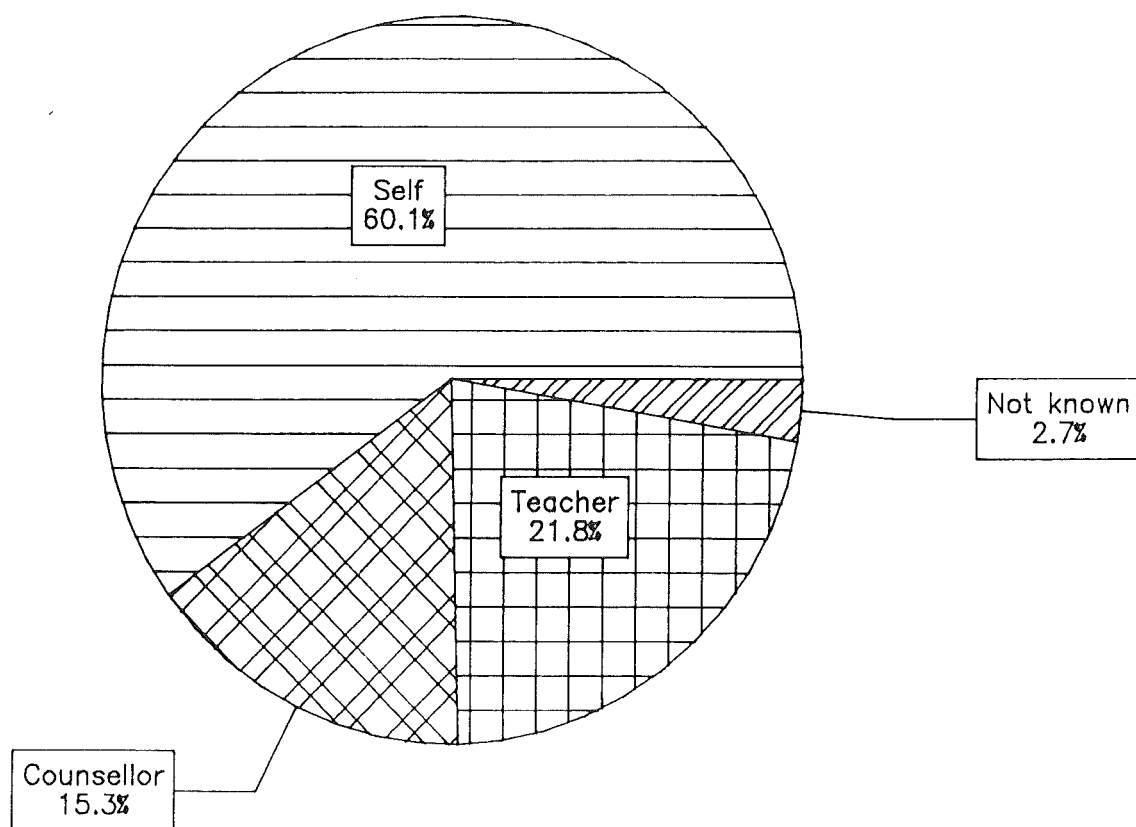


Figure 10.

Type of Presenting Problem for Males

(N=71)

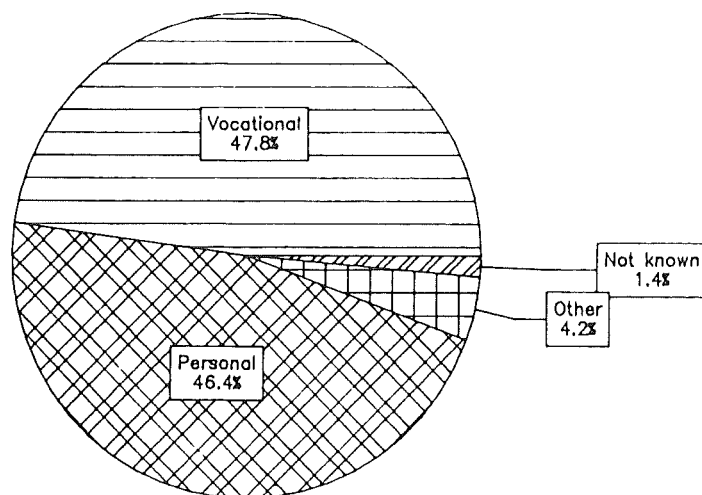


Figure 11.

Type of Presenting Problem for Females

(N=108)

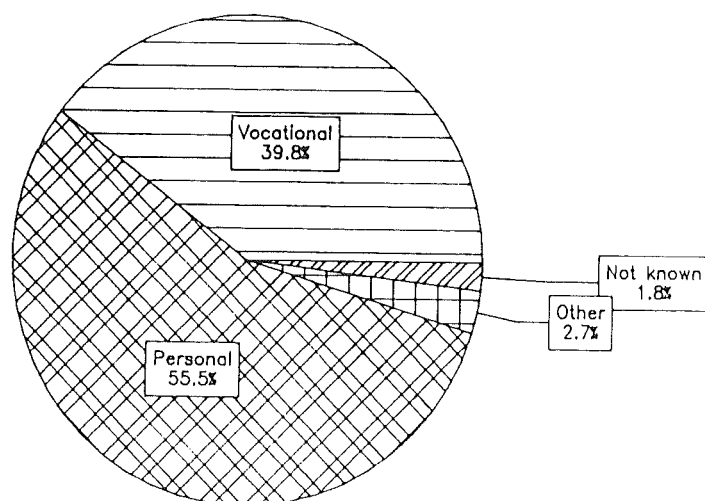


Figure 12.

Number of Counselling Sessions for Males

(N=71)

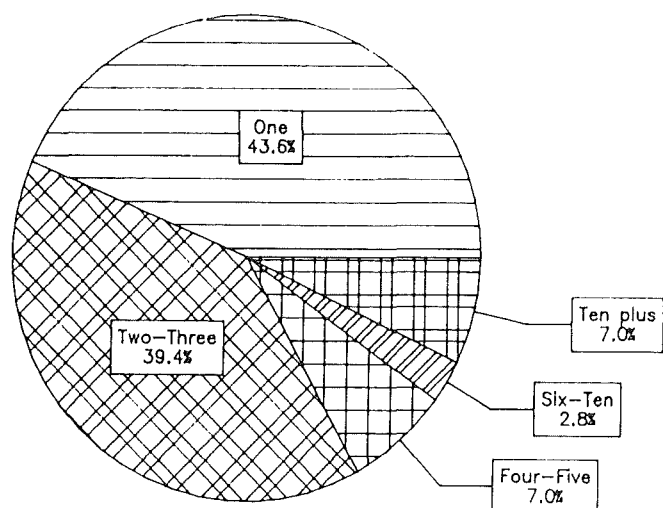


Figure 13.

Number of Counselling Sessions for Females

(N=108)

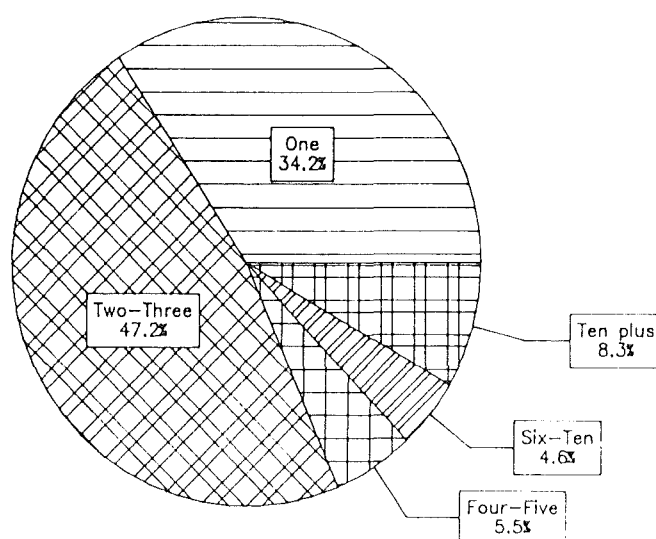


TABLE 22

Number of Counselling Sessions by Student Sex						
Count Row PCT	Once	Number of Sessions			10+	Row Total
		2-3	4-5	6-10		
Student Sex						
	31	28	5	2	5	71
Male	43.7	39.4	7.0	2.9	7.0	38.8
	37	51	6	5	9	108
Female	34.3	47.2	5.6	4.6	8.3	59.0
	0	1	0	0	3	4
Not known	0.0	25.0	0.0	0.0	75.0	2.2
Column Total	68 37.2	80 43.7	11 6.0	7 3.8	17 9.3	183 100.0

Table 22 shows that 43.7% (N = 31) of males had one session, whereas 34.3% (N = 37) of females had one session. Only 39.4% (N = 28) of males had 2-3 sessions, but 47.2% (N = 51) of females had 2-3 sessions.

Pakehas tended to have fewer sessions than Maori/Polynesian students. Figures 14 and 15 show the differences in number of sessions between Pakeha and Maori/Polynesian students.

Figure 14.

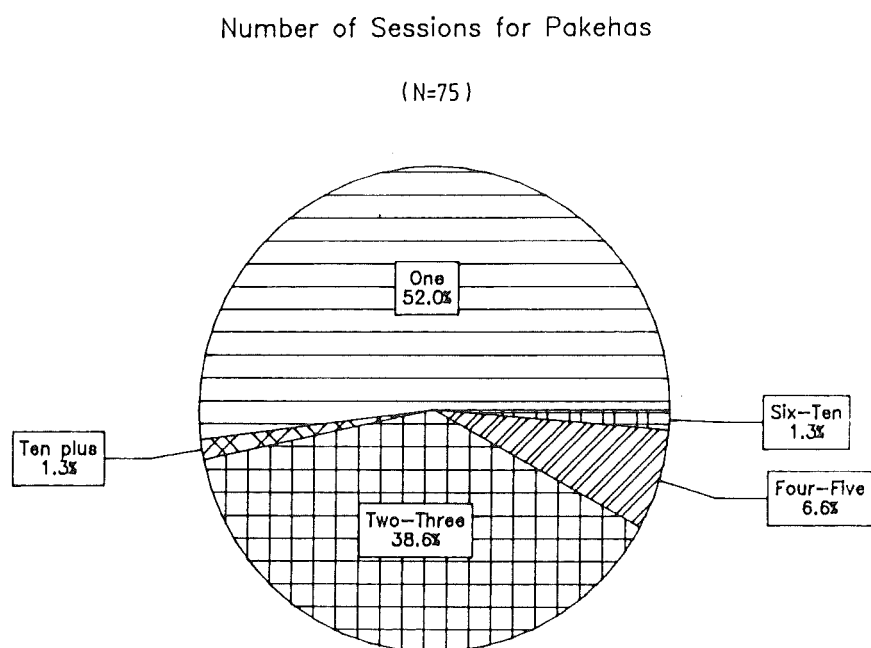


Figure 15.

Number of Sessions for Maori/Polynesians
(N=71)

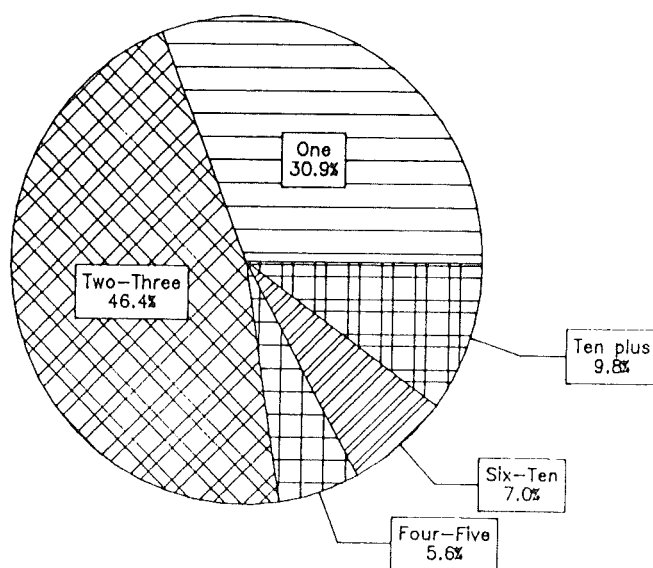


TABLE 23

Number of Counselling Sessions by Student Race						
Count Row PCT	Number of Sessions					Row Total
	Once	2-3	4-5	6-10	10+	
Student Race						
	39	29	5	1	1	75
Pakeha	52.0	38.7	6.7	1.3	1.3	41.0
Maori/ Polynesian	22 31.0	33 46.5	4 5.6	5 7.0	7 9.9	71 38.8
Other	7 18.9	18 48.6	2 5.4	1 2.7	9 24.3	37 20.2
Column Total	68 37.2	80 43.7	11 6.0	7 3.8	17 9.3	183 100.0

90.7% (N = 68) of Pakehas had up to 3 sessions

77.5% (N = 55) of Maori/Polynesians had up to 3 sessions

2.6% (N = 2) of Pakehas had 6 or more sessions

16.9% (N = 12) of Maori/Polynesians had 6 or more sessions

4. Was the outcome for you:

Positive	47.5%	N = 87
Neither positive nor negative	42.1%	N = 77
Negative	9.8%	N = 18
Not known	0.6%	N = 1

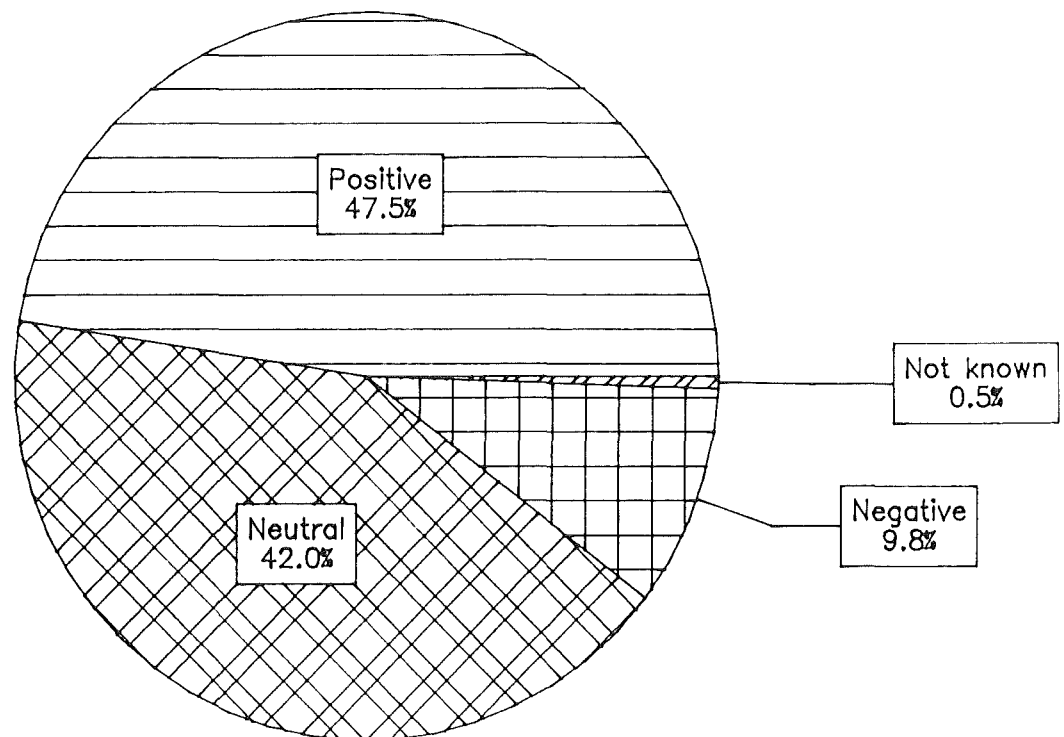
There were no marked differences for outcome between males and females or between Pakeha and Maori/Polynesian students. Clearly,

as can be seen in Figure 16, very few students found counselling a negative experience.

Figure 16.

Students Evaluation of Counselling Outcome

(N=183)



CHAPTER FIVE

DISCUSSION AND CONCLUSIONS

This study confirms the original hypotheses about students' preferences and choices regarding counsellor sex and race. Students do not express preferences for counsellor sex and race, however their actual choices are clearly otherwise: the majority choose a counsellor of the same sex and race as themselves. The influence of type of problem on these preferences and choices appears to be minimal.

DISCUSSION OF HYPOTHESES

When asked directly about the significance of a counsellor's sex and race, students unequivocally indicated that these would be unimportant to them when choosing a counsellor. No preferences for counsellor sex or race were expressed by the students; their actual choices however, were very different. In fact, given a choice situation, counsellor sex and race appear to be of some importance to the students. Same-sex and same-race actual preferences were apparent for the clear majority of students. Unlike much of the early research, the same-sex preferences were much stronger for females than males. This may be due to the increasing acceptance by females of female competence in traditionally male-dominated occupations.

The incongruence between expressed and actual preferences is likely to account for many of the inconsistencies present in the literature. The findings of Manthei's (1982) study suggested that there may be a distinction between preference and choice; this study confirms the need to differentiate between the two. What students say they prefer is not necessarily what they would do when faced with a choice. This has several implications within the counselling

field. It is evident that if client-counsellor matching is to be implemented, clients will have to be given the opportunity to make actual choices if their preferences are to have any meaning; merely asking for preferences will be insufficient.

It would appear that in expressing no preferences for counsellor sex and race, students are suggesting that they do not hold prejudices or biases. This conclusion is highlighted further when it is noted that the item rated as most important overall for the students was item 31: "I would want a counsellor who does not have prejudices about people like me" ($M = 3.686$, $SD = 0.609$). The students seem to be stating that they do not have prejudices, and they certainly do not want a counsellor who is prejudiced. Nevertheless, when it comes to actually making a choice they seem to opt for a same-sex and same-race counsellor. Perhaps they do this to minimize the likelihood of being paired with a prejudiced counsellor, the assumption being that a racially similar or same-sex counsellor will be more tolerant and accepting of them.

Type of problem, in this study, did not have the influence on preferences for counsellor sex and race that was found by many previous researchers. In the present study, same-sex and same-race choices were made by the students irrespective of problem type. There was a tendency for same-sex preferences to be stronger for personal problems than for vocational problems. This trend was not present for counsellor race. With regard to counsellor sex, Martin and Thomas as recently as 1982, reported that female clients preferred male counsellors for discussing problems concerning the world of work. They asserted that "female counsellors may need to alter an image of being less knowledgeable about vocations" (p152). New Zealand fifth formers do not appear to differentiate between male and female counsellors on the grounds of suitability for dealing with vocational versus personal concerns.

Labour Department slogans such as "Girls Can Do Anything" may be fostering and reinforcing these attitudes.

Abbott et al (1982) investigated the relationship between counsellor race and type of problem. In their study client preferences varied according to the presenting problem. The authors concluded that when the problem did not warrant a value judgment, acceptance, or understanding, the race of the counsellor was not of primary importance to the client. The present study contradicts these findings and confirms those reported by Haviland et al (1983) and Thompson and Cimboric (1978). These researchers established same-race preferences for both vocational and personal problems.

DISCUSSION OF ADDITIONAL ANALYSES

The factor analysis of the 33 counsellor preference items has clearly demonstrated that the items fall into 3 types: 1. issues related to the quality of the counselling relationship and usefulness of the services; 2. concerns regarding physical and cultural similarity between client and counsellor; and 3. directive or commanding aspects of the counsellor's style. The relationship items were rated as most important by the students, with acceptance from the counsellor being paramount. Physical and cultural similarity items on the other hand, were of relatively low priority. Having a counsellor with a directive approach was important to some students but overall these items were rated in a neutral way. The significant MANOVA main effect for race shows that the Maori/Polynesian students tended to prefer more directive or commanding counsellors than did the Pakeha students. This confirms the suggestion made by Vontress (1976), that clients from minority groups are more likely to expect counsellors to provide advice and to solve problems. It is also interesting to note the significant MANOVA interaction between race and previous counsellor contact. Maori/Polynesian students who have

had no prior contact with a counsellor indicate that physical and cultural similarity between the counsellor and themselves is more important than it is for students who had received prior help. It would seem then, that the widely accepted belief that the counselling relationship is of primary importance, is confirmed here. However, so too is the issue of clients rejecting counsellors on sight, before any interaction has taken place, and therefore not having the opportunity to experience the positive aspects of the counselling relationship.

Information about New Zealand students' contacts with school counsellors is sparse; however, what little is reported generally complements the findings of the present study. Secondary school students usually refer themselves to the counsellor. Small's (1980) analysis of one counsellor's activities during 1970 - 1978, indicated that in 1978, seventy five percent of students were self-referred. Wadsworth (1970) reported 43.8 percent of self-referrals amongst his students for that year. Newport (1977) sampled 148 sixth formers from five Wellington schools and reported that 52 percent of these students had voluntarily used the services of the counsellor, and 14 percent had talked with the counsellor at the counsellor's request. The fifth form students sampled in the present study were most often self-referred (60 percent), and the counsellor initiated contact in 15 percent of the cases. Newport stated that 62 percent of females were self-referred while only 22 percent of males referred themselves. However, no sex differences were found here; it is to be hoped that counselling will continue to be increasingly acceptable to males, as well as females.

The types of problems experienced by the students in the present study were broadly categorized into vocational, personal, and other. Forty two percent of the students sought help with a

vocational problem, and 53 percent talked with the school counsellor about a personal problem. No difference was found between the Pakeha and Maori/Polynesian groups. However, a marked sex difference was evident. Females presented with personal problems more frequently than vocational problems (55.6% vs 39.8%), whereas males tended to present with both types of problems in equal proportions (46.5% personal vs 47.9% vocational). These figures are very different from those reported by Wadsworth (1970). Only 22.4 percent of his cases had personal problems, whereas 77.6 percent had concerns of a vocational or educational nature. Strang (1974), having surveyed 62 schools, stated that vocational problems were the most common of the three main types of counselling problems - educational, personal-social, and vocational.

It could be concluded that the types of issues presented to school counsellors have altered over the past 15 years. This shift may be associated partly with the overall increase in numbers of counselling staff and their general acceptance by students and staff as a regular part of the secondary school system. As their roles have become more widely recognized, their skills and services are being utilized more by students. It must also be acknowledged that each counsellor will deal with different proportions of problem types as a consequence of students' perceptions of their personality and competencies. The ways in which counsellors "sell" their services and present their roles are also likely to contribute to variations in the type of student concerns presented.

With regard to the number of counselling sessions, the present study concluded that in general clients visited the counsellor for up to three sessions. It is interesting to note that there was no clear relationship between number of sessions and the type of client problem presented. This figure of up to three sessions corresponds

with the findings of a study by Manthei and Small (1983), which reported from a small sample of 18 secondary school clients, that the number of sessions ranged from 2 to 7 with the mean being 3.55. Small (1980) also indicated that 84.8 percent of his counsellor's clients during 1978 were seen for up to 4 sessions.

There are marked differences between groups of students with regard to number of sessions: males have fewer sessions than females, and Pakeha students have fewer sessions than Maori/Polynesian students. It is possible that both females and Maori/Polynesians simply have more serious difficulties and therefore require more assistance. However, a number of other factors may be contributing. The male students may still be more affected by the stigma associated with help seeking, or they may regard counselling as a sign of weakness and consequently avoid it. Perhaps male students are more inhibited in their expressions of feelings, thereby restricting and shortening the counselling process.

The differences between the number of sessions for Pakeha and Maori/Polynesian students could be understood in a number of ways. The students in this sample were all fifth formers facing the School Certificate external examinations at the end of the year. In 1982, the average number of subjects passed per candidate was 2.5 for all New Zealanders. For Maori pupils it was half this number, that is 1.3 subjects for candidate (Department of Education, 1983). Maori/Polynesian students in the fifth form are therefore confronted with the additional reality of examination failure. Sue and Sue (1977) noted that counselling, in a Western context, is essentially a white, middle-class activity, involving concepts such as openness, individualism, insight, expression of feelings, and personal choice. Perhaps Maori/Polynesian students require more time to feel comfortable with concepts of this type. These are possible ways in which the

client may be contributing to the length of counselling. However, it must also be acknowledged that counsellor behaviour may be leading to these discrepancies. Counsellors, being aware of some of the additional difficulties experienced by minority groups, may be trying to compensate by spending more time with these students. Furthermore, it could be that the counselling process is retarded when the dyad consists of a Pakeha counsellor and Maori/Polynesian students (i.e., cultural dissimilarity), possibly as a result of the slower establishment of trust and building of rapport.

Finally, the students' evaluations of the outcome of their counselling were examined. These evaluations were on the whole either positive or neutral, only 9.8 percent reported that counselling was a negative experience. Surgenor (1983) found a similar trend amongst the 115 adults from her community-based sample of 411, who had received help from a psychologist or counsellor. Positive evaluations were given by 67.8 percent of her sample, and only 3.5 percent indicated that the experience was negative.

LIMITATIONS OF THE PRESENT STUDY

The one-group pretest-posttest research design, an approximation of which was utilized for the present study, has a number of inherent weaknesses. Huck et al (1974) outlined six possible uncontrolled extraneous variables: history, maturation, testing, instrumentation, statistical regression and mortality. Each subject completed the entire study within 30 minutes, therefore history and maturation cease being threats to internal validity. A standardized written questionnaire and administration procedure was used on all occasions, minimizing the likelihood of encountering instrumentation effects. Statistical regression did not apply in this study, and mortality was extremely low.

The main limitations of this study are in three areas:

1. As an analogue study there may be potential limitations to the external validity of the findings, particularly their generalizability to a real choice-of-counsellor situation. Furthermore, it must be acknowledged that schools cannot, in reality, make available sufficient counsellors to accommodate all students' preferences.
2. The unavailability of some schools approached resulted in those sampled consisting of less racially balanced populations than was desired. The schools sampled generally had a predominance of either Pakeha students or Maori/Polynesian students. The issues investigated in this study are, however, just as pertinent to schools with large numbers of students from various different ethnic backgrounds.
3. The Maori students and all other Polynesian ethnic groups were combined for this study, however, it is likely that there are also differences within this group with regard to counsellor preferences.

SUGGESTIONS FOR FUTURE RESEARCH

Research could be carried out to further investigate a number of issues within this area.

1. The preferences of other racial groups with New Zealand, for example the Asians, Indians and specific Polynesian groups, need examination.
2. It would be interesting to investigate similarity preferences at different points during the counselling process: At what point do preferences change, and why?
3. Further research is needed into examining how honouring preferences relates to counselling process and outcome.
4. An exploration of how and when helper preferences develop, as well as who develops strong preferences and who does not,

are all issues worthy of study.

5. Of particular relevance to the present study, is why clients have these preferences for counsellors. It would be worthwhile undertaking a naturalistic study asking "why do you want this trait in a counsellor?" to explore the meanings of these preferences for individuals.
6. Finally, the point of focus should be shifted from the client to the counsellor to ascertain the expressed and actual preferences of New Zealand counsellors regarding client characteristics.

IMPLICATIONS OF THIS STUDY FOR COUNSELLOR RECRUITMENT AND TRAINING

New Zealand school guidance systems are designed primarily to respond to the needs of students, yet the students' preferences have not been sought in the planning of these services. Asking the recipients of the services what they want, or evaluating what they have received, has not been presumed necessary. Leviton (1977) noted that in America during the 1970s, the popularity of school counselling suffered a decline. "In an increasing number of schools, counseling is considered to be a frill" (p243). He advocated the use of consumer evaluation to improve the services offered to students. It is to be hoped that schools here will tailor their services to meet the needs of the students they are serving.

Knowledge about client preferences should be helpful in determining staff selection and development. The findings of the present study clearly demonstrate that, in the appointment of counselling staff, serious consideration must be given to the nature of the school population itself. Whenever possible, it would seem wise to employ counselling staff whose backgrounds are similar to the cultural groups represented in the student body. Furthermore, in coeducational schools when second appointments are being made, it would seem imperative to select a counsellor of the opposite sex to the already established

counsellor. In schools with more limited staffing these issues must also be kept in mind, particularly when various guidance duties are being allocated. For example, if a school is able to allocate the partial services of one of its teaching staff to guidance and counselling, then certainly the sex, and if possible the race, of this individual must complement the sex and the race of the students.

Counsellors in New Zealand secondary schools spend, on average, about one third of their time in face-to-face counselling with students (Small, 1982). With this substantial amount of time being spent in one-to-one counselling, it is essential that any barriers preventing counselling be removed. This study's findings suggest that the sex and race of a counsellor, along with the clients' resultant attitudes, may be initial barriers in the counselling relationship. There is an unquestionable need to train more school counsellors from both female and ethnic minority groups to accommodate the preferences of students from these groups. Durie (1984) is particularly concerned that trained Maori personnel are in an extreme minority in the broad field of mental health in New Zealand. In fact, he claims that "the number of Maori psychiatrists and psychologists combined can be counted on one hand" (p10). He concludes that it is time the relevant professions took more active steps to correct the ethnic imbalance among their members. In New Zealand as in the United States of America, more minority group members must be recruited into the helping profession to "alleviate a situation where the race of the counsellor may play a major role in determining the clientele of the profession" (Abbott et al, 1983, p39).

It must be acknowledged that it is not essential for counsellors and clients to be of the same sex and race. It is, nevertheless, vital that counsellors demonstrate an acceptance of different races and cultures, as well as clients of either sex. Counsellors need to be increasingly sensitive to the cultural diversity of the student

population. They must be trained to become more effective in dealing with students from a variety of cultural backgrounds. Gibbs (1983) draws attention to the fact that "cross-cultural counselling is rarely dealt with in the general context of counselling. It is seen as a specialist field of study, rather than as something directly relevant to any counsellor working in a multicultural society" (p1). It is now time to fully recognize the substance of Vontress's 1969 statement: "Counselors in training must have an undergirding in the behavioural sciences, but what is perhaps far more important, they must be provided with experiences in coming to grips with themselves, in exploring their feelings about and perceptions of the culturally different" (p16).

A number of authors have attempted to make counsellors aware of the rights of clients and have encouraged them to accept these rights (Sue, 1977; Penn, 1977; Winborn, 1977). Weinrach and Morgan (1975), however, explicitly state that it is every client's right to select his or her particular counsellor. Furthermore, it is the responsibility of the counsellor to provide clients with accurate, prior information about their services. They argue that "clients who assume responsibility for themselves in counseling are displaying autonomous behaviour, which itself is a commendable counseling goal" (p562).

Providing clients with the opportunity to select their own counsellor certainly encourages active rather than passive participation. It may also help to demystify the counselling process, equalize the inherent counsellor-client power imbalance, reduce client apprehension and enhance the counselling outcome. Weinrach and Morgan (1975) proclaim that "counselors who are genuinely interested in fostering greater self-responsibility and self-decisiveness on the part of their clients should welcome the client rights movement as a giant step forward in the delivery of counseling services" (p558). In the future, school counsellors must take note of students' needs.

Otherwise, schools run the risk of transforming a helpful and essential service into a mere frill.

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APPENDICES

APPENDIX A

Photographs of the 16 potential counsellors

Table 24

Pilot Study Questionnaires

THE SIXTEEN POTENTIAL COUNSELLORS

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



11.



12.



13.



14.



15.



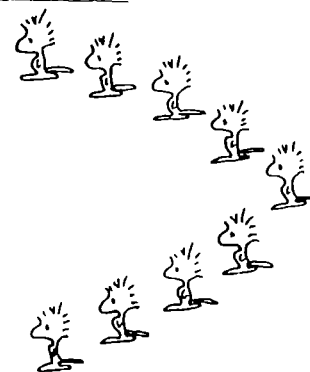
16.

TABLE 24

Ordering of Counsellors for Pilot Study		
Order One	Order Two	Order Three
16	9	12
3	1	6
11	13	14
8	6	4
2	16	7
12	12	16
13	7	15
6	14	1
1	8	8
10	2	11
7	4	3
5	10	5
9	5	10
4	15	2
14	11	9
15	3	13

Your Sex: MALE ☐ FEMALE ☐ Your Race: _____

This questionnaire is about how we see the people around us. What follows is a series of slides of 16 men and women. Please answer the following 4 questions about each person. Be sure to answer all the questions for every person.



- A. HOW OLD IS THIS PERSON? state age in years.
- B. IN YOUR OPINION HOW GOOD-LOOKING IS THIS PERSON?
choose a score from 1 to 7 on this scale:

GOODLOOKING NOT
GOODLOOKING

1 2 3 4 5 6 7

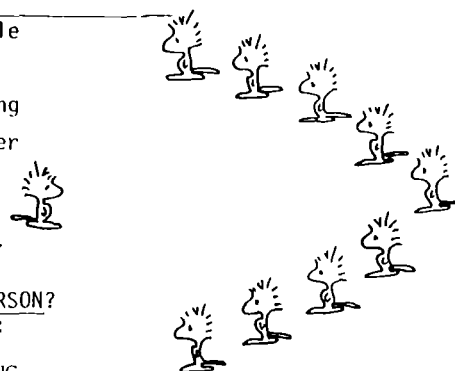
- C. IF THIS PERSON WAS A COUNSELLOR AT YOUR SCHOOL, WOULD YOU BE WILLING TO TALK WITH HIM OR HER? yes or no

- D. WHAT RACE IS THIS PERSON? Maori or Pakeha

- | | | | |
|-----------|-----------|------------|------------|
| 1. MALE | 5. FEMALE | 9. FEMALE | 13. MALE |
| A _____ | A _____ | A _____ | A _____ |
| B _____ | B _____ | B _____ | B _____ |
| C _____ | C _____ | C _____ | C _____ |
| D _____ | D _____ | D _____ | D _____ |
| 2. FEMALE | 6. MALE | 10. MALE | 14. FEMALE |
| A _____ | A _____ | A _____ | A _____ |
| B _____ | B _____ | B _____ | B _____ |
| C _____ | C _____ | C _____ | C _____ |
| D _____ | D _____ | D _____ | D _____ |
| 3. MALE | 7. MALE | 11. FEMALE | 15. MALE |
| A _____ | A _____ | A _____ | A _____ |
| B _____ | B _____ | B _____ | B _____ |
| C _____ | C _____ | C _____ | C _____ |
| D _____ | D _____ | D _____ | D _____ |
| 4. FEMALE | 8. FEMALE | 12. FEMALE | 16. MALE |
| A _____ | A _____ | A _____ | A _____ |
| B _____ | B _____ | B _____ | B _____ |
| C _____ | C _____ | C _____ | C _____ |
| D _____ | D _____ | D _____ | D _____ |

Your Sex: MALE ☐ FEMALE ☐ Your Race: _____

This questionnaire is about how we see the people around us. What follows is a series of slides of 16 men and women. Please answer the following 4 questions about each person. Be sure to answer all the questions for every person.



A. HOW OLD IS THIS PERSON? state age in years.

B. IN YOUR OPINION HOW GOOD-LOOKING IS THIS PERSON?
choose a score from 1 to 7 on this scale:

GOODLOOKING NOT GOODLOOKING

1 2 3 4 5 6 7

C. IF THIS PERSON WAS A COUNSELLOR AT YOUR SCHOOL, WOULD YOU BE WILLING TO TALK WITH HIM OR HER? yes or no

D. WHAT RACE IS THIS PERSON? Maori or Pakeha

1. MALE

A _____
B _____
C _____
D _____

5. MALE

A _____
B _____
C _____
D _____

9. FEMALE

A _____
B _____
C _____
D _____

13. FEMALE

A _____
B _____
C _____
D _____

2. FEMALE

A _____
B _____
C _____
D _____

6. MALE

A _____
B _____
C _____
D _____

10. FEMALE

A _____
B _____
C _____
D _____

14. MALE

A _____
B _____
C _____
D _____

3. MALE

A _____
B _____
C _____
D _____

7. FEMALE

A _____
B _____
C _____
D _____

11. FEMALE

A _____
B _____
C _____
D _____

15. MALE

A _____
B _____
C _____
D _____

4. FEMALE

A _____
B _____
C _____
D _____

8. MALE

A _____
B _____
C _____
D _____

12. MALE

A _____
B _____
C _____
D _____

16. FEMALE

A _____
B _____
C _____
D _____

Your Sex: MALE ☐ FEMALE ☐ Your Race: _____

This questionnaire is about how we see the people around us. What follows is a series of slides of 16 men and women. Please answer the following 4 questions about each person. Be sure to answer all the questions for every person.



A. HOW OLD IS THIS PERSON? state age in years.

B. IN YOUR OPINION HOW GOOD-LOOKING IS THIS PERSON?
choose a score from 1 to 7 on this scale:

GOODLOOKING NOT
GOODLOOKING

1 2 3 4 5 6 7

C. IF THIS PERSON WAS A COUNSELLOR AT YOUR SCHOOL, WOULD YOU BE WILLING TO TALK WITH HIM OR HER? yes or no

D. WHAT RACE IS THIS PERSON? Maori or Pakeha

- | | | | |
|---|---|--|--|
| 1. MALE
A _____
B _____
C _____
D _____ | 5. FEMALE
A _____
B _____
C _____
D _____ | 9. FEMALE
A _____
B _____
C _____
D _____ | 13. MALE
A _____
B _____
C _____
D _____ |
| 2. FEMALE
A _____
B _____
C _____
D _____ | 6. MALE
A _____
B _____
C _____
D _____ | 10. MALE
A _____
B _____
C _____
D _____ | 14. FEMALE
A _____
B _____
C _____
D _____ |
| 3. MALE
A _____
B _____
C _____
D _____ | 7. MALE
A _____
B _____
C _____
D _____ | 11. FEMALE
A _____
B _____
C _____
D _____ | 15. MALE
A _____
B _____
C _____
D _____ |
| 4. FEMALE
A _____
B _____
C _____
D _____ | 8. FEMALE
A _____
B _____
C _____
D _____ | 12. FEMALE
A _____
B _____
C _____
D _____ | 16. MALE
A _____
B _____
C _____
D _____ |

APPENDIX B

Tables 25 to 40

TABLE 25

Pilot Study Results for Counsellor One						
		Maori Polynesian	Students			Total
			Pakeha	Male	Female	
Age in Years	M	30.65	30.20	30.95	29.78	30.43
	SD	4.33	4.56	4.82	4.14	4.40
Physical Attractiveness	M	3.60	4.35	4.23	3.67	3.98
	SD	0.94	1.46	1.34	1.14	1.27
Willingness To Talk With (% Yes)		85.0	65.0	59.1	94.5	75.0
Race (% Maori)		100.0	100.0	100.0	100.0	100.0

TABLE 26

Pilot Study Results for Counsellor Two						
		Students				
		Maori Polynesian	Pakeha	Male	Female	Total
Age in Years	M	33.05	33.70	33.91	32.72	33.38
	SD	2.96	7.23	6.50	3.92	5.46
Physical Attractiveness	M	4.00	4.30	4.45	3.78	4.15
	SD	1.34	1.30	1.47	1.00	1.31
Willingness To Talk With (% Yes)		80.0	70.0	63.6	88.9	75.0
Race (% Maori)		100.0	90.0	90.9	100.0	95.0

TABLE 27

Pilot Study Results for Counsellor Three						
		Maori Polynesian	Pakeha	Male	Female	Total
Age in Years	M	37.45	39.45	39.14	37.61	38.45
	SD	3.59	6.02	5.62	4.12	5.00
Physical Attractiveness	M	4.15	4.60	4.50	4.22	4.38
	SD	0.99	1.14	1.37	0.55	1.08
Willingness To Talk With (% Yes)		95.0	70.0	68.2	100.0	82.5
Race (% Maori)		100.0	100.0	100.0	100.0	100.0

TABLE 28

Pilot Study Results for Counsellor Four						
		Maori Polynesian	Pakeha	Students Male	Female	Total
Age in Years	M	27.95	28.50	29.50	26.67	28.23
	SD	2.86	3.91	3.94	1.61	3.39
Physical Attractiveness	M	3.80	4.20	4.45	3.44	4.00
	SD	1.32	1.51	1.60	0.92	1.41
Willingness To Talk With (% Yes)		75.0	50.0	54.5	72.2	62.5
Race (% Maori)		100.0	95.0	95.5	100.0	97.5

TABLE 29

Pilot Study Results for Counsellor Five						
		Maori Polynesian	Pakeha	Male	Female	Total
Age in Years	M	34.40	35.20	35.36	34.11	34.80
	SD	3.89	5.12	4.57	4.44	4.50
Physical Attractiveness	M	4.60	4.95	5.00	4.50	4.78
	SD	1.50	1.00	1.48	0.92	1.27
Willingness To Talk With (% Yes)		70.0	50.0	45.5	77.8	60.0
Race (% Pakeha)		100.0	100.0	100.0	100.0	100.0

TABLE 30

Pilot Study Results for Counsellor Six						
		Maori Polynesian	Pakeha	Students Male	Female	Total
Age in Years	M	33.70	35.35	35.23	33.67	34.53
	SD	3.54	3.83	4.10	3.12	3.73
Physical Attractiveness	M	4.55	4.00	4.50	4.00	4.28
	SD	1.05	1.26	1.30	0.97	1.18
Willingness To Talk With (% Yes)		65.0	55.0	36.4	88.9	60.0
Race (% Pakeha)		100.0	100.0	100.0	100.0	100.0

TABLE 31

Pilot Study Results for Counsellor Seven						
		Maori Polynesian	Pakeha	Students		Total
				Male	Female	
Age in Years	M	31.85	34.10	32.95	33.00	32.98
	SD	3.80	5.05	3.91	5.36	4.55
Physical Attractiveness	M	4.80	5.00	5.27	4.44	4.90
	SD	1.15	0.97	1.12	0.78	1.06
Willingness To Talk With (% Yes)		60.0	50.0	31.8	83.3	55.0
Race (% Pakeha)		100.0	95.0	100.0	94.5	97.5

TABLE 32

Pilot Study Results for Counsellor Eight						
		Maori Polynesian	Pakeha	Male	Female	Total
Age in Years	M	32.65	35.50	33.82	34.39	34.08
	SD	4.08	5.90	4.97	5.62	5.21
Physical Attractiveness	M	5.10	5.50	5.36	5.22	5.30
	SD	1.37	0.95	1.43	0.81	1.18
Willingness To Talk With (% Yes)		25.0	60.0	45.5	38.9	42.5
Race (% Pakeha)		100.0	100.0	100.0	100.0	100.0

TABLE 33

Pilot Study Results for Counsellor Nine						
		Students				
		Maori Polynesian	Pakeha	Male	Female	Total
Age in Years	M	38.30	37.40	35.14	41.17	37.85
	SD	5.07	5.77	5.11	3.60	5.38
Physical Attractiveness	M	4.30	4.90	4.36	4.89	4.60
	SD	1.22	1.17	1.50	0.68	1.22
Willingness To Talk With (% Yes)		80.0	65.0	86.4	55.6	72.5
Race (% Maori)		100.0	95.0	95.5	100.0	97.5

TABLE 34

Pilot Study Results for Counsellor Ten						
		Maori Polynesian	Pakeha	Students		Total
				Male	Female	
Age in Years	M	38.40	39.15	38.00	39.72	38.78
	SD	4.57	5.48	5.45	4.34	4.99
Physical Attractiveness	M	4.25	4.80	4.32	4.78	4.53
	SD	0.85	1.11	1.17	0.73	1.01
Willingness To Talk With (% Yes)		50.0	65.0	63.6	50.0	57.5
Race (% Maori)		100.0	85.0	86.4	100.0	92.5

TABLE 35

Pilot Study Results for Counsellor Eleven						
		Maori Polynesian	Pakeha	Male	Female	Total
Age in Years	M	40.25	40.35	39.73	41.00	40.30
	SD	4.55	6.59	6.27	4.70	5.59
Physical Attractiveness	M	4.10	4.45	4.09	4.50	4.28
	SD	0.97	1.39	1.27	1.10	1.20
Willingness To Talk With (% Yes)		80.0	65.0	77.3	66.7	72.5
Race (% Maori)		100.0	100.0	100.0	100.0	100.0

TABLE 36

Pilot Study Results for Counsellor Twelve						
		Maori Polynesian	Pakeha	Students		Total
				Male	Female	
Age in Years	M	39.40	40.05	39.68	39.78	39.73
	SD	3.28	4.15	4.12	3.25	3.71
Physical Attractiveness	M	4.15	4.55	4.36	4.33	4.35
	SD	1.14	1.05	1.33	0.77	1.10
Willingness To Talk With (% Yes)		65.0	85.0	68.2	83.3	75.0
Race (% Maori)		95.0	100.0	100.0	94.4	97.5

TABLE 37

Pilot Study Results for Counsellor Thirteen						
		Maori Polynesian	Pakeha	Students Male	Female	Total
Age in Years	M	33.50	34.10	31.91	36.11	33.80
	SD	4.73	6.06	5.23	4.71	5.37
Physical Attractiveness	M	4.45	4.30	4.14	4.67	4.38
	SD	1.19	1.30	1.17	1.28	1.23
Willingness To Talk With (% Yes)		75.0	75.0	81.8	66.7	75.0
Race (% Pakeha)		100.0	95.0	95.0	100.0	97.5

TABLE 38

Pilot Study Results for Counsellor Fourteen						
		Maori Polynesian	Pakeha	Male	Female	Total
Age in Years	M	31.85	33.10	32.32	32.67	32.48
	SD	2.91	5.26	4.96	3.01	4.24
Physical Attractiveness	M	4.80	5.25	4.77	5.33	5.03
	SD	1.06	1.12	1.15	0.97	1.10
Willingness To Talk With (% Yes)		15.0	30.0	36.4	5.6	22.5
Race (% Pakeha)		100.0	95.0	95.5	100.0	97.5

TABLE 39

Pilot Study Results for Counsellor Fifteen						
		Maori Polynesian	Pakeha	Students		Total
				Male	Female	
Age in Years	M	42.35	41.05	41.50	41.94	41.70
	SD	4.72	5.71	5.89	4.40	5.21
Physical Attractiveness	M	5.50	4.85	5.09	5.28	5.18
	SD	1.10	1.23	1.23	1.18	1.20
Willingness To Talk With (% Yes)		40.0	50.0	54.5	33.3	45.0
Race (% Pakeha)		80.0	95.0	90.9	83.3	87.5

TABLE 40

Pilot Study Results for Counsellor Sixteen						
		Students				
		Maori Polynesian	Pakeha	Male	Female	Total
Age in Years	M	32.85	35.80	34.23	34.44	34.33
	SD	2.87	5.29	5.35	3.18	4.46
Physical Attractiveness	M	5.25	5.15	5.00	5.44	5.20
	SD	0.85	1.09	1.11	0.70	0.97
Willingness To Talk With (% Yes)		30.0	35.0	40.9	22.2	32.5
Race (% Pakeha)		100.0	100.0	100.0	100.0	100.0

APPENDIX C

Photographs of the Final Four Counsellors

Transcripts of Audiotapes

Table 41

"Choosing a Counsellor" Questionnaires

Coding System

THE FINAL FOUR COUNSELLORS



Maori Female



Pakeha Female



Maori Male



Pakeha Male

TRANSCRIPT OF AUDIOTAPE

ORDER ONE

The first counsellor is Counsellor A. She is 32 years old and has been a school counsellor for 6 years. Before this, Counsellor A taught for 5 years at the secondary school level.

Counsellor B was a secondary school teacher for 6 years. Five years ago she became a school counsellor. Counsellor B is 34 years old.

The next counsellor is Counsellor C. He has been a school counsellor for 5 years. Before this he was teaching in secondary school for 5 years. Counsellor C is 33 years old.

Counsellor D, the fourth counsellor, is 35 years old and he has been a school counsellor for 6 years. Prior to this Counsellor D was a secondary school teacher for 6 years.

Before you rank the counsellors, look at all of them once more.

TRANSCRIPT OF AUDIOTAPE

ORDER TWO

The first counsellor is Counsellor A. He is 35 years old and has been a school counsellor for 6 years. Before this Counsellor A taught for 6 years at the secondary school level.

Counsellor B taught at the secondary school level for 5 years. Six years ago she became a school counsellor. Counsellor B is 32 years old.

The next counsellor is Counsellor C. She has been a school counsellor for 5 years. Before this she was teaching in secondary school for 6 years. Counsellor C is 34 years old.

Counsellor D, the fourth counsellor, is 33 years old and he has been a school counsellor for 5 years. Prior to this Counsellor D was a secondary school teacher for 5 years.

Before you rank the counsellors, look at all of them once more.

TABLE 41

Frequency Distribution for Schools by Student Sex and Race							
	SCHOOL						
	A	B	C	D	E	F	TOTAL
MALE	46	35	37	37	25	12	192
FEMALE	54	48	46	42	23	18	231
NOT KNOWN	3	0	4	0	0	0	7
PAKEHA	13	26	14	60	42	22	177
MAORI/ POLYNESIAN	76	37	52	13	3	6	187
OTHER	14	20	21	6	3	2	66
TOTAL	103	83	87	79	48	30	430

"CHOOSING A COUNSELLOR" QUESTIONNAIRE

PART I:

This questionnaire is about the things that might matter to you if you were choosing a counsellor to talk with. They are not questions that have good or bad answers or right or wrong answers. What is important is that you answer what you honestly feel and think about these things. Please do not put your name on this paper.

Assume that you would like to talk with a counsellor about a vocational problem you are having (e.g. what to do when you leave school, how to apply for a job). Using the following scale, please show how important or unimportant each quality would be to you when choosing your counsellor.

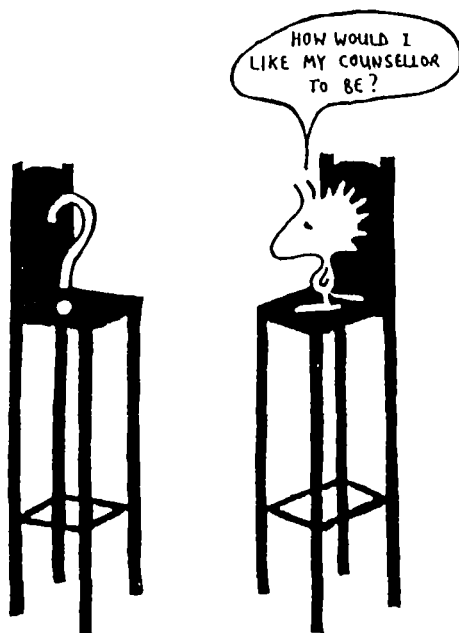
VI Very Important

I Important

U Unimportant

VU Very Unimportant

<input checked="" type="radio"/> VI	<input type="radio"/> I	<input type="radio"/> U	<input type="radio"/> VU
<input type="radio"/> VI	<input checked="" type="radio"/> I	<input type="radio"/> U	<input type="radio"/> VU
<input type="radio"/> VI	<input type="radio"/> I	<input checked="" type="radio"/> U	<input type="radio"/> VU
<input type="radio"/> VI	<input type="radio"/> I	<input type="radio"/> U	<input checked="" type="radio"/> VU



Circle the one which shows how important or unimportant each quality would be to you when choosing your counsellor.

Be sure that you answer all the questions.

Very Important Important Unimportant Very Unimportant

I WOULD WANT A COUNSELLOR WHO ...

1. Looks like the kind of person who will Listen to me.	VI	I	U	VU
2. Will give me undivided attention.	VI	I	U	VU
3. Does not have prejudices about people like me.	VI	I	U	VU
4. Leaves final decisions to me.	VI	I	U	VU
5. Will not be interrupted by others during my time.	VI	I	U	VU
6. Is the same race as I am.	VI	I	U	VU
7. Tells me what to do.	VI	I	U	VU
8. Gives me encouragement.	VI	I	U	VU
9. Knows what's best for me.	VI	I	U	VU
10. Is attractive.	VI	I	U	VU
11. Uses words I understand.	VI	I	U	VU
12. Will be on my side.	VI	I	U	VU
13. I will get along well with.	VI	I	U	VU
14. Looks confident.	VI	I	U	VU
15. Is able to get things done for me.	VI	I	U	VU
16. Accepts me as I am.	VI	I	U	VU
17. Is able to recognize and admit their own mistakes.	VI	I	U	VU

.... CONTINUED ON NEXT PAGE



I WOULD WANT A COUNSELLOR WHO ...

- | | | | | |
|---|----|---|---|----|
| 18. Treats me as an equal. | VI | I | U | VU |
| 19. Will take responsibility for making sure my problems get solved. | VI | I | U | VU |
| 20. Is the same sex as I am. | VI | I | U | VU |
| 21. Will answer all of my questions. | VI | I | U | VU |
| 22. Easily arranges time to see me. | VI | I | U | VU |
| 23. Dresses in a relaxed manner. | VI | I | U | VU |
| 24. Will push me into doing what I ought to do. | VI | I | U | VU |
| 25. Understands my feelings. | VI | I | U | VU |
| 26. Won't talk about me with anyone else without asking me first. | VI | I | U | VU |
| 27. Pulls me up when I'm wasting time. | VI | I | U | VU |
| 28. Is able to help me figure out what I want to do. | VI | I | U | VU |
| 29. Reminds me of someone I know. | VI | I | U | VU |
| 30. Will not let me avoid important topics. | VI | I | U | VU |
| 31. Looks strong enough to handle my problems. | VI | I | U | VU |
| 32. Will treat me with respect. | VI | I | U | VU |
| 33. Is friendly. | VU | I | U | VU |
| 34. This list cannot be complete for everyone. List any other qualities that would be important to you: | | | | |

DO NOT GO ON UNTIL TOLD

STOP



PART II:

What follows is a slide and sound presentation of 4 school counsellors. After seeing these counsellors and hearing what is said about them, indicate the order in which you would prefer to talk with them about your vocational problem.

To help you remember them, the counsellors are listed below in the order they appeared on the tape. Put the number 1 beside the counsellor you would most prefer to talk with, the number 2 beside your next choice, and so on down to your least preferred counsellor to whom you give the number 4.

Counsellor A	_____
Counsellor B	_____
Counsellor C	_____
Counsellor D	_____

After you have ranked the counsellors, please answer the questions on the next page.

1. Age: _____ years

2. Sex: Male ☐ Female ☐

3. Race: Pakeha ☐ Tongan ☐
 Maori ☐ Tokelauean ☐
 Cook Islander ☐ Chinese ☐
 Samoan ☐ Indian ☐
 Niuean ☐ Fijian ☐

Other: _____

4. Have you ever talked with a school counsellor? Yes ☐ No ☐

If YES, recall the last problem you talked about and then answer the following questions:

(a) Who sent you to the counsellor?

Yourself ☐ Counsellor ☐ Teacher ☐

(b) What was the type of problem?

Vocational ☐ Personal ☐ Other: _____
 or Careers

(c) How many times did you go?

Once ☐ 2-3 ☐ 4-5 ☐ 6-10 ☐ 10+ ☐

(d) Was the outcome for you

Positive ☐ Neither ☐ Negative ☐ ?
 Positive
 Nor
 Negative



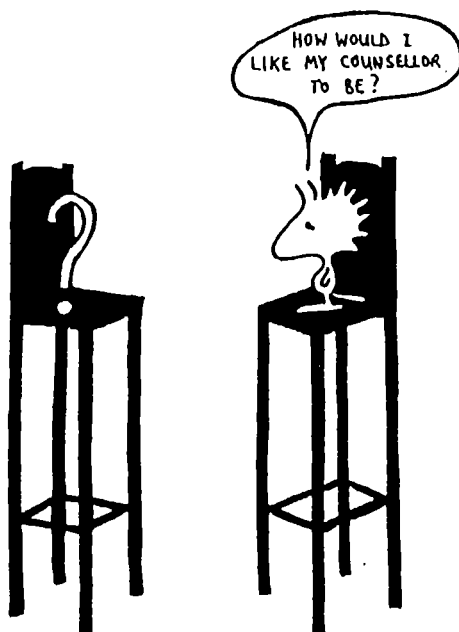
"CHOOSING A COUNSELLOR" QUESTIONNAIRE

PART I:

This questionnaire is about the things that might matter to you if you were choosing a counsellor to talk with. They are not questions that have good or bad answers or right or wrong answers. What is important is that you answer what you honestly feel and think about these things. Please do not put your name on this paper.

Assume that you would like to talk with a counsellor about a personal problem you are having (e.g. difficulties at home, having no friends). Using the following scale, please show how important or unimportant each quality would be to you when choosing your counsellor.

VI	Very Important	<input checked="" type="radio"/> VI	I	U	VU
I	Important	VI	<input checked="" type="radio"/> I	U	VU
U	Unimportant	VI	I	<input checked="" type="radio"/> U	VU
VU	Very Unimportant	VI	I	U	<input checked="" type="radio"/> VU



Circle the one which shows how important or unimportant each quality would be to you when choosing your counsellor.

Be sure that you answer all the questions.

Very Important Important Unimportant Very Unimportant

I WOULD WANT A COUNSELLOR WHO ...

1. Looks like the kind of person who will Listen to me.	VI	I	U	VU
2. Will give me undivided attention.	VI	I	U	VU
3. Does not have prejudices about people like me.	VI	I	U	VU
4. Leaves final decisions to me.	VI	I	U	VU
5. Will not be interrupted by others during my time.	VI	I	U	VU
6. Is the same race as I am.	VI	I	U	VU
7. Tells me what to do.	VI	I	U	VU
8. Gives me encouragement.	VI	I	U	VU
9. Knows what's best for me.	VI	I	U	VU
10. Is attractive.	VI	I	U	VU
11. Uses words I understand.	VI	I	U	VU
12. Will be on my side.	VI	I	U	VU
13. I will get along well with.	VI	I	U	VU
14. Looks confident.	VI	I	U	VU
15. Is able to get things done for me.	VI	I	U	VU
16. Accepts me as I am.	VI	I	U	VU
17. Is able to recognize and admit their own mistakes.	VI	I	U	VU

.... CONTINUED ON NEXT PAGE



I WOULD WANT A COUNSELLOR WHO ...

- | | | | | |
|--|----|---|---|----|
| 18. Treats me as an equal. | VI | I | U | VU |
| 19. Will take responsibility for making sure my problems get solved. | VI | I | U | VU |
| 20. Is the same sex as I am. | VI | I | U | VU |
| 21. Will answer all of my questions. | VI | I | U | VU |
| 22. Easily arranges time to see me. | VI | I | U | VU |
| 23. Dresses in a relaxed manner. | VI | I | U | VU |
| 24. Will push me into doing what I ought to do. | VI | I | U | VU |
| 25. Understands my feelings. | VI | I | U | VU |
| 26. Won't talk about me with anyone else without asking me first. | VI | I | U | VU |
| 27. Pulls me up when I'm wasting time. | VI | I | U | VU |
| 28. Is able to help me figure out what I want to do. | VI | I | U | VU |
| 29. Reminds me of someone I know. | VI | I | U | VU |
| 30. Will not let me avoid important topics. | VI | I | U | VU |
| 31. Looks strong enough to handle my problems. | VI | I | U | VU |
| 32. Will treat me with respect. | VI | I | U | VU |
| 33. Is friendly. | VU | I | U | VU |
| 34. This list cannot be complete for everyone.
List any other qualities that would be important to you: | | | | |

DO NOT GO ON UNTIL TOLD



PART II:

What follows is a slide and sound presentation of 4 school counsellors. After seeing these counsellors and hearing what is said about them, indicate the order in which you would prefer to talk with them about your personal problem.

To help you remember them, the counsellors are listed below in the order they appeared on the tape. Put the number 1 beside the counsellor you would most prefer to talk with, the number 2 beside your next choice, and so on down to your least preferred counsellor to whom you give the number 4.

Counsellor A	_____
Counsellor B	_____
Counsellor C	_____
Counsellor D	_____

After you have ranked the counsellors, please answer the questions on the next page.

1. Age: _____ years
2. Sex: Male ☐ Female ☐
3. Race: Pakeha ☐ Tongan ☐
 Maori ☐ Tokelauean ☐
 Cook Islander ☐ Chinese ☐
 Samoan ☐ Indian ☐
 Niuean ☐ Fijian ☐
 Other: _____
4. Have you ever talked with a school counsellor? Yes ☐ No ☐

If YES, recall the last problem you talked about and then answer the the following questions:

- (a) Who sent you to the counsellor?
 Yourself ☐ Counsellor ☐ Teacher ☐
- (b) What was the type of problem?
 Vocational ☐ Personal ☐ Other: _____
 or Careers
- (c) How many times did you go?
 Once ☐ 2-3 ☐ 4-5 ☐ 6-10 ☐ 10+ ☐
- (d) Was the outcome for you
 Positive ☐ Neither ☐ Negative ☐ ?
 Positive
 Nor
 Negative



"CHOOSING A COUNSELLOR" QUESTIONNAIRE
CODING SYSTEM

PART ONE

Items 1 to 33

Very Important	= 4
Important	= 3
Unimportant	= 2
Very Unimportant	= 1
Not answered	= 9

Item 34

Recorded in full

PART TWO

Ranking of the Counsellors

First Choice	= 1
Second Choice	= 2
Third Choice	= 3
Fourth Choice	= 4
Not answered	= 9

DEMOGRAPHIC INFORMATION

1. Age : state number of years
not answered = 99

2. Sex : male = 1
female = 2
not answered = 9

3. Race : Pakeha = 01
Maori = 02
Cook Islander = 03
Samoan = 04
Niuean = 05
Tongan = 06
Tokelauean = 07
Chinese = 08
Indian = 09
Fijian = 10
Pakeha plus Maori or Polynesian = 11
Maori plus Polynesian = 12
Any other racial mix = 13
Not answered = 99

4. Have you ever seen a school counsellor?
Yes = 1
No = 2
Not answered = 9

If YES, recall the last problem you talked about and then answer the following questions:

(a) Who sent you to the counsellor?

Yourself = 1

Counsellor = 2

Teacher = 3

Not answered = 9

Not applicable = 0

(b) What was the type of problem?

Vocational or Careers = 1

Personal = 2

Other = 3

Not answered = 9

Not applicable = 0

(c) How many times did you go?

Once = 1

2-3 = 2

4-5 = 3

6-10 = 4

10+ = 5

Not answered = 9

Not applicable = 0

(d) What was the outcome for you?

Positive = 1

Neither positive
or negative = 2

Negative = 3

not answered = 9

not applicable = 0

APPENDIX D

Tables 42 to 45

TABLE 42

Summary of Multivariate Analysis of Variance of Factor Scores for Subjects				
	F	df(hyp)	df(error)	p less than
Sex by race by help by prob	0.856	3.00	342.00	0.464
Race by help by prob	0.145	3.00	342.00	0.933
Sex by help by prob	0.912	3.00	342.00	0.435
Sex by race by prob	1.331	3.00	342.00	0.264
Sex by race by help	0.897	3.00	342.00	0.443
Help by prob	0.480	3.00	342.00	0.697
Race by prob	0.200	3.00	342.00	0.896
Race by help	3.790	3.00	342.00	0.011*
Sex by prob	0.599	3.00	342.00	0.616
Sex by help	1.014	3.00	342.00	0.386
Sex by race	5.208	3.00	342.00	0.002*
Prob	0.322	3.00	342.00	0.809
Help	2.076	3.00	342.00	0.103
Race	8.265	3.00	342.00	0.000*
Sex	0.836	3.00	342.00	0.475

* statistically significant

TABLE 43

Means and Standard Deviations for Factor 1 by Sex, Race, Help and Problem				
Variable		Mean	Standard Deviation	N
For entire population		79.38	7.55	360
Sex	Male	78.77	7.67	164
Race	Pakeha	80.18	7.26	90
Help	Yes	80.11	7.77	28
Prob	Vocational	80.87	7.87	15
Prob	Personal	79.23	7.88	13
Help	No	80.21	7.09	62
Prob	Vocational	79.31	6.99	29
Prob	Personal	81.00	7.19	33
Race	Maori/Polynesian	77.07	7.86	74
Help	Yes	77.68	6.41	28
Prob	Vocational	76.36	6.99	14
Prob	Personal	79.00	5.71	14
Help	No	76.70	8.67	46
Prob	Vocational	75.68	9.02	19
Prob	Personal	77.41	8.52	27
Sex	Female	79.89	7.42	196
Race	Pakeha	80.94	6.72	87
Help	Yes	80.64	7.45	47
Prob	Vocational	78.54	7.29	24
Prob	Personal	82.83	7.12	23
Help	No	81.30	5.81	40
Prob	Vocational	81.63	5.76	19
Prob	Personal	81.00	5.99	21
Race	Maori/Polynesian	79.05	7.86	109
Help	Yes	77.12	7.04	42
Prob	Vocational	76.88	6.33	26
Prob	Personal	77.50	8.26	16
Help	No	80.25	8.15	67
Prob	Vocational	81.38	8.72	32
Prob	Personal	79.23	7.58	35

TABLE 44

Means and Standard Deviations for Factor 2 by Sex, Race, Help and Problem				
Variable		Mean	Standard Deviation	N
For entire population		9.72	2.69	360
Sex	Male	9.80	2.54	164
Race	Pakeha	10.19	2.69	90
Help	Yes	10.21	2.38	28
Prob	Vocational	10.73	2.74	15
Prob	Personal	9.62	1.80	13
Help	No	10.18	2.84	62
Prob	Vocational	10.14	2.81	29
Prob	Personal	10.21	2.90	33
Race	Maori/Polynesian	9.32	2.28	74
Help	Yes	8.82	2.52	28
Prob	Vocational	8.36	1.91	14
Prob	Personal	9.29	3.02	14
Help	No	9.63	2.08	46
Prob	Vocational	9.47	1.78	19
Prob	Personal	9.74	2.30	27
Sex	Female	9.65	2.82	196
Race	Pakeha	8.87	2.27	87
Help	Yes	9.19	2.61	47
Prob	Vocational	8.75	2.21	24
Prob	Personal	9.65	2.95	23
Help	No	8.50	1.75	40
Prob	Vocational	8.47	1.81	19
Prob	Personal	8.52	1.75	21
Race	Maori/Polynesian	10.28	3.06	109
Help	Yes	9.19	2.67	42
Prob	Vocational	9.35	2.86	26
Prob	Personal	8.94	2.41	16
Help	No	10.96	3.12	67
Prob	Vocational	11.22	2.70	32
Prob	Personal	10.71	3.48	35

TABLE 45

Means and Standard Deviations for Factor 3 by Sex, Race, Help and Problem				
Variation		Mean	Standard Deviation	N
For entire population		11.05	2.63	360
Sex	Male	10.97	2.93	164
Race	Pakeha	10.80	3.45	90
Help	Yes	11.25	2.72	28
Prob	Vocational	10.87	2.00	15
Prob	Personal	11.69	3.40	13
Help	No	10.60	3.73	62
Prob	Vocational	10.52	2.68	29
Prob	Personal	10.67	4.50	33
Race	Maori/Polynesian	11.18	2.13	74
Help	Yes	11.11	2.28	28
Prob	Vocational	11.00	2.60	14
Prob	Personal	11.21	2.01	14
Help	No	11.22	2.06	46
Prob	Vocational	10.74	2.10	19
Prob	Personal	11.56	2.01	27
Sex	Female	11.12	2.36	196
Race	Pakeha	10.66	1.98	87
Help	Yes	10.62	2.09	47
Prob	Vocational	10.54	1.89	24
Prob	Personal	10.70	2.32	23
Help	No	10.70	1.87	40
Prob	Vocational	10.68	1.89	19
Prob	Personal	10.71	1.90	21
Race	Maori/Polynesian	11.49	2.57	109
Help	Yes	11.02	2.47	42
Prob	Vocational	11.23	2.69	26
Prob	Personal	10.69	2.12	16
Help	No	11.78	2.60	67
Prob	Vocational	12.13	2.96	32
Prob	Personal	11.46	2.21	35